USAID
FROM THE AMERICAN PEOPLE

TOOLKIT OF GOOD PRACTICES TO COUNTER HUMAN TRAFFICKING

THE ALBANIAN INITIATIVE:
Coordinated Action Against Human Trafficking

The CAAHT program has been exhaustive in its awareness raising activities. School children, especially those at-risk, have created posters that carry the combating trafficking message, such as this poster designed by CAAHT beneficiaries at the YWCA.

TOOLKIT OF GOOD PRACTICES TO COUNTER HUMAN TRAFFICKING

CAAHT Toolkit

TABLE OF CONTENTS

TOOLKIT RESOURCES CD

General
- CAAHT Contact database [CAAHT Stakeholder Database_8Aug09.Exl]
- Projects supported by CAAHT Grant Funds 2005 – 2009 [CAAHT All Grant Awards PH1_5_ENG.PDF]

Awareness Raising
- Work plan chart - Agritra Vision, Peshkopi [Agritra Vision work plan.doc]
- Pamphlet - Women in Development, Shkodra [WID pamphlet.PDF   ]
- Pamphlet - Institutes for Gender Applied Policies [IGAP leaflet page 1 .PDF and IGAP leaflet page 2.PDF]
- Poster - Institutes for Gender Applied Policies [IGAP poster.PDF]
- Pamphlet - Kucovë [Kucova pamphlet.PDF]
- Poster - Kucovë [Kucova poster.PDF]
- Poster - Agritra Vision [Agritra_poster.JPG]

Prevention Services
- "The Role of the Psychosocial Service Practitioner and Ethical Issues in the Work" (in English and Albanian already) [I3SP Manual_Eng.PDF]

Coordination
- Albanian National Strategy on Combating Trafficking in Persons 2008-2010 [National_AT_Strategy_2008-2010.PDF]
- Albanian National Strategy for the Fight Against Child Trafficking and the Protection of Child Victims of Trafficking 2008-2010   [National_AT_Strategy_Child_2008-2010]
- Administrative Order for *Regional Committees in the fight Against Trafficking*. [Official Order on Local AT Committees_21June06_ENG.PDF]
- CAAHT Assessment of RCATs [RCAT Needs Assessment Report_May07_ENG.PDF]
- CAAHT Conference Planning Checklist [CAAHT Conference Planning Checklist.Exl]
- Handbook: Staff Development Resources [Staff Development Resouces_EnCompass_May04.PDF]
- Handbook: Creative An Effective Learning Environment [Creating an Effective Learning Environment.PDF]
- Handbook: Tools & Methods to Enhance Participatory Learning [Tools to Enhance Participatory Learning.PDF]

- Handbook: Facilitator Guidelines CAAHT Launch Conference [Facilitator Guidelines CAAHT Launch 2004_Eng.PDF]
- World Café To Go Manual [World Cafe manual.PDF]

Management Information Systems
- PowerPoint: MIS Overview [MIS overview_Aug09.ppt]
- AR data recording instrument [AWARENESS RAISING DATA INSTRUMENT_Aug09.xls]
- Community Service Provider Data Collection Instrument [COMMUNITY SERVICES DATA INSTRUMENT_Aug09.xls]
- Shelter Beneficiary data recording instrument) [VICTIM ASSISTANCE DATA INSTRUMENT_ENG_Aug09.xls]
- Trained People Data Recording Instruments [TRAINED PEOPLE DATA RECORDING INSTRUMENTS_Aug09.xls]
- Instructions for Instruments [Instructions for Instruments.pdf]
- Activity participants sign up sheet [Activity participant list_ENG.doc]

Capacity Building
- Training of Trainers Part 1: The Basics of Trafficking in Human Beings, and how to combat it [WID_TOT Manual_Part 1_THB Basics_ENG.pdf]
- Training of Trainers Part 2: Basic Training Skills [WID_TOT Manual_Part 2_Baxic training skills_ENG.pdf]
- Albanian Foundation for Conflict Resolution Training Manual [AFCR Training Manual_June06__ONLY IN ALBANIAN.pdf]
- I3SP Social Services Provider Training Manual [I3SP manual.pdf]
- Coaching Development Plan [Coaching Development Plan_ENG.pdf]

CAAHT REPORTS CD

Impact Assessments
- Awareness Raising Impact Assessment Report IDRA [CAAHT_Prev_Impact_Rpt_2005-06_ENG.pdf]
- Assessment Report On Coordination ENCOMPASS [CAAHT Coord Impact Assmnt_ENG_5JUN07.pdf]

The State of Efforts in Albania to Combat Trafficking in Persons
- 2007-08 Report [SAT 2007_08 Rpt_CAAHT_Eng.pdf]
- 2006-07 Report [SAT 2006-7_Report_FIN_web_ENG.pdf]
- 2005-06 Report [SAT 2005-06_ENG.pdf]
- 2005 Report [SAT 2005 Report FINAL 6Mar06.pdf]

CAAHT Conference Reports
- 2008 Conference Report [Ann_Conf_2008_Report_FIN_10SEP08.pdf]
- 2006 Conference Report [Ann Conf 2006 Report_ENG_10SEP07_web.pdf]
- 2005 Conference Report [2005 Ann Conf report FINAL_18JAN06 ENG.pdf]
- 2004 Launch Conference Report [CAAHTLaunchreportENGLISH.pdf]

CAAHT Videos DVD

1) The Albanian Initiative: Coordinated Action Against Human Trafficking

Assistance and reintegration for victims of trafficking
2) Different & Equal, Tirana
3) Vatra Center, Vlora

Community-based services for prevention and awareness raising
4) Another Vision, Elbasan
5) Murialdo Social Center, Fier
6) In Protection of Urban and Rural Women, Berat
7) Women with a Development Focus, Kucovë
8) Agritra Vision, Peshkopi

Trafficking in persons is an egregious violation of human rights that reduces human beings to the status of commodities to be bought and sold. The U.S. Department of State estimates that 800,000 women, children and men are trafficked across national borders each year, mostly for sexual exploitation and forced labor. In my capacity as the USAID Mission Director to Albania, I have had the opportunity to meet and talk with some of the victims of this horrible crime. They are women and girls that have suffered cruel manipulations and violence.

The U.S. Government has been at the forefront of efforts to stop trafficking in persons throughout the world. Since 2001, the United States has provided $528 million in anti-trafficking assistance overseas. In October 2003, USAID/Albania launched the first and largest anti-trafficking program in the Balkan region. The Albanian Initiative: Coordinated Action Against Human Trafficking (CAAHT) program, implemented by Creative Associates International, Inc. has worked for the six years to reduce the number of trafficked persons in Albania and increase the number of victims successfully reintegrated into their communities. Through this program, USAID has helped Albanian civil society and government institutions establish a nationwide "community of cooperation" to combat trafficking of persons.

It is our hope that this unique ant-trafficking network will continue their coordinated efforts to further prevent trafficking of Albanian women and children and assist and reintegrate victims. This *"Toolkit of Best Practices to Combat Human Trafficking"* is intended for all Albanian stakeholders—community leaders, non-profit organizations, and officials at all levels of government—to combat the incidence and effects of trafficking until the day it is no longer a reality in Albania or the region.

No man, woman, or child should live the horrors of enslavement. It is the role of society, of government, and individuals to ensure the rights, freedoms, and dignity of all people are protected and championed so that the hopes and dreams of those women and girls I have met can someday be realized.

Sincerely,

Roberta Mahoney
USAID/Albania

"You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I have lived through this horror. I can take the next thing that comes along.'"

Eleanor Roosevelt

ACRONYMS AND DEFINITIONS

AI	Appreciative Inquiry
BCP	Border Crossing Point, managed by the Government of Albania Border Authority
CAAHT	The Albanian Initiative: Coordinated Action Against Human Trafficking, USAID
CPU	Child Protection Unit
IOM	International Organization for Migration
M&E	Monitoring and Evaluation
MES	Ministry of Education & Science, Government of Albania
MOLSAEO	Ministry of Labor and Social Affairs and Equal Opportunities, Government of Albania
MoU	Memorandum of Understanding
NPO	Non-profit organization, the legal designation for NGOs in Albanian law.
NRC	MOLSAEO's National Reception Center for Victims of Trafficking
NRM	National Referral Mechanism
ONAC	Office of the National Coordinator on Combating Trafficking in Human Beings, Ministry of the Interior, Government of Albania
RA	Responsible Authority, Government of Albania
RCAT	Regional Committee in the Fight Against Human Trafficking
TIMS	Total Information Management System – an integrated database for the police in Albania.
TOT	Training of Trainers
TWT	Technical Working Table
USAID	United States Agency for International Development
VoT	Victim of trafficking
Qarku / Qarqe	*Qarku* designates governmental administrative units in two ways. It is the term for the Regional Council of Municipality and Commune Mayors/Leaders of the *Qarku* region and it also designates the geographic boundary of that administrative unit. *Qarqe* is the plural of *Qarku*. There are 12 *Qarqe* in Albania: Shkodra, Kukes, Lezhe, Diber, Durres, Tirana, Elbasan, Korça, Fier, Berat, Vlora and Gjirokastra.
Prefect	The *Qarqe* are administered on behalf of the central government by 12 Prefects, appointed by the Prime Minister.

Definitions for Categories of Shelter Beneficiaries [1]

Victim of Trafficking - an adult or child who has been recruited, transported, transferred, or harbored by means of threat, use of force, or other forms of coercion, abduction, fraud, deception, abuse of power, or is in a position of vulnerability for giving or receiving payments or benefits to obtain the consent of a person having control over them for the purpose of exploitation. This may occur within a single national boundary or across international borders.

Note

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[1] These definitions have been developed and applied by the NGO organizations in the National Shelter Coalition. They include, and are consistent with, definitions from the NRM, but also account for other types of beneficiaries not taken into consideration in the NRM.

Until recently, many law enforcement bodies in the country restricted their definition of victim of trafficking to an individual(s) who is identified as such by a qualified social worker and/or police officer, and, in addition, has agreed to cooperate with law enforcement as witness to the crime(s) committed against him/her. Increasingly, police officers are using the NRM definition, which does not require cooperation with law enforcement.

Shelter providers apply the NRM/Palermo Protocol definition to all of their beneficiaries, regardless of whether that person agrees to cooperate with law enforcement.

Presumed Victim of Trafficking - an adult or child who has been interviewed by a qualified social worker and/or police officer, and about whom the interviewer(s) either a) believes his/her situation signals a likelihood of exploitation though there is not yet enough information to confirm this belief, and/or b) the interviewer(s) believes that the situation of the interviewee qualifies as a case of trafficking, yet the individual does not accept/believe that s/he has been a victim of trafficking.

At-risk - an adult or child inhabiting a personal, family and/or social situation about which a qualified social worker assesses that there is substantial concern that s/he is likely to be at risk of becoming a victim of trafficking in human beings.

Violated/Abused - an adult or child who reports that s/he has been sexually violated and/or otherwise repeatedly physically or emotionally abused.

Note

Shelter beneficiaries may be included in this category regardless of whether they have reported these crimes/abuses to law enforcement or other government officials.

Clandestine - an adult or child who crossed an international border without regular documentation (e.g. passport, identify card, entry visa, work/residency permit, etc.) but who does not report him/herself to be a victim of any crimes under the Palermo Protocol on trafficking in human beings.

Note

These beneficiaries are generally identified and apprehended by law enforcement officials in either the State of origin or destination, and are returned to Albanian authorities. There is only "transportation" involved with this category of people, but there is no evidence of any trafficking related crimes having been committed against the person. Many of these persons may have used human smugglers, as defined in the Palermo Protocol on smuggling of human beings. Consequently, these individuals may be considered by the State to have departed, entered, or resided in the country "illegally" and therefore are considered to have committed crimes against the State.

INTRODUCTION

INTRODUCTION

Background

Since the end of the dictatorship in Albania in 1987, thousands of children and women have been trafficked from the country for the purposes of sexual and labor exploitation. The main destinations have been Italy and Greece, although many have been trafficked further afield to other countries in western and southeastern Europe, and the United States.

In 1999, the Vatra Psychosocial Center shelter for female victims of trafficking was established in Vlora in response to this phenomenon. It was the first institution in Albania created to provide protection and assistance to girls and women who had been trafficked mainly for purposes of sexual exploitation. This was a difficult and controversial undertaking, since the phenomenon of human trafficking was not yet widely acknowledged by the citizens and government of the country.

In 2001, Albania adopted its first National Strategy for Combating Trafficking in Human Beings, and both government and civil society actors began to assume roles and responsibilities with regard to the "three Ps" – prevention, protection and prosecution. Law enforcement agencies were assigned the vast majority of the responsibilities and burdens. In many ways, combating human trafficking was perceived as the purview of law enforcement and prosecutors. Yet, intergovernmental organizations and their civil society partners were implementing the vast majority of the activities concerning awareness raising about the trafficking phenomenon, provision of assistance and reintegration services for victims, and prevention efforts.

In 2003, USAID convened a consultative workshop of government and civil society anti-trafficking actors to ask what USAID could do to support them in improving and expanding their counter-trafficking efforts and mechanisms. Out of this conference, the idea for the Albanian Initiative: Coordinated Action Against Human Trafficking (CAAHT) program was born.

In September 2003, Creative Associates International, Inc. of Washington, D.C., was awarded a three-year contract to create the CAAHT program. CAAHT's impact proved to be so successful that the contract's value was increased and its duration extended to September 2009. The CAAHT program's goal is to reduce the vulnerability of women and children to trafficking by bolstering the capacity of civil society and local government entities to counter the phenomenon. Three interconnected components of the program were designed to meet this goal:

- **Coordination** throughout Albania (on national, district and local levels) among GOA, civil society and international stakeholders to improve programs that discourage trafficking, and provide services that assist and reintegrate the victims and reduce their vulnerability to re-trafficking.

- Strengthening the quality and geographic spread of prevention programs and victim assistance and reintegration services through the provision of grants.

- Coordinating and consolidating data collection and analysis to improve programs to decrease trafficking and to improve services that assist and reintegrate the victims and reduce their vulnerability to re-trafficking.

CAAHT mechanisms of coordination, grant and information activities have provided a supportive structure in which CAAHT stakeholders have increased their personal and organizational capacities to combat trafficking effectively.

Through USAID/CAAHT support, as of July 2009,

- 740 suspected and known victims of trafficking received protection and assistance.

- Over 100 suspected and known victims have been able to reintegrate into normal life.

- More than 2,800 vulnerable women and children received prevention services that decreased their risk of becoming trafficked.

- Close to 60,000 women, men and children participated in anti-trafficking awareness raising activities.

- 400 representatives from civil society and 500 central and local government employees participated in one or more CAAHT coordination events.

- Over 2,100 government employees and 210 civil society representatives received training in anti-trafficking and management skills.

This Toolkit presents the techniques and methodologies used to achieve these outcomes. These good practices are the results of the combined wisdom and experience of the extensive "anti-trafficking community" in Albania that developed under the auspices of the CAAHT program. The techniques were drawn from many sources, including numerous training programs that were implemented in Albania prior to the beginning of the CAAHT program. Organizations such as the International Organization for Migration, the Organization for Security and Cooperation in Europe, Unicef, the International Center for Migration Policy Development, Save the Children, Terre des Hommes, and others are to be commended for significant contributions to the development of anti-trafficking work in Albania.

The CAAHT program built on this strong foundation to enable Albania's governmental and civil society anti-trafficking actors countrywide to learn about each other's good practices and develop new ones together, by utilizing the CAAHT consultative process. At conferences and working groups, anti-trafficking actors generously shared their knowledge and insights with one another, and encouraged those who were new to

anti-trafficking to learn from their successes – and mistakes. This Toolkit documents the good practices developed by Albania's "anti-trafficking community" so that they may be replicated and expanded upon not only in Albania, but also across the globe.

Who should read this Toolkit?

This Toolkit is designed for anti-trafficking practitioners in government offices, not-for-profit organizations (NPOs), and community leadership roles. It focuses on the social services and educational elements of counter-trafficking work. It adds to the wealth of good practices reports that focus more at the national and international policy and program level.

This Toolkit supplements and enhances the anti-trafficking work of law enforcement. Law enforcement and prosecution are essential components of anti-trafficking work, focused on the investigation and prosecution of the perpetrators of crimes of human trafficking. However, the threat and consequences of human trafficking echo throughout Albanian society, and can only be effectively addressed through comprehensive and coordinated efforts that encompass sectors such as social services, education, vocational training, employment offices, health, etc.

These are the sectors addressed in this Toolkit. The techniques and methodologies are applicable to local implementation situations. These techniques can be used by local government and civil society actors throughout Albania. Recognizing the current reality of turnover of government employees due to changes in political leadership in Albania, this Toolkit is being made available to a breadth of government offices, with the hope that it will be retained and viewed as a resource even when there is a change in staff positions.

For the same reason, the CAAHT program is also delivering this Toolkit to all the government and NPO partners who have cooperated with the program at various points throughout its six years of implementation. Many of these partners have moved on to different jobs, but their interest and commitment to anti-trafficking need not diminish. They are provided this Toolkit in order to encourage them to continue to find ways to contribute to their community's efforts to combat human trafficking.

Albania has many models that may prove to be useful in other countries and local community contexts. Anti-trafficking practitioners for other countries are welcome to contact the individuals listed throughout this manual for further information. . You are encouraged to also introduce them to your own good practices and experiences combating trafficking. This cross-fertilization will enhance anti-trafficking efforts everywhere.

For those who are not familiar with the situation of trafficking in persons in Albania, please refer to the series of CAAHT reports titled The State of Efforts in Albania to Combat Trafficking in Persons, included on the Toolkit Resources CD. The 2008-09 report will be published in

September 2009 and will be available on the CAAHT website www.caaht.com.

Roadmap for using the Toolkit

The Toolkit describes five areas of program activities and methodology that apply specifically to counter-trafficking, although many of these tools may also easily be modified for other types of education and social services programs.

- *Awareness raising* techniques for the general public and vulnerable populations.

- *Prevention services* techniques for vulnerable children and women.

- *Coordination* mechanisms to support development of policies, standards, and programming for prevention of human trafficking and reintegration assistance for its victims.

- *Management information systems* and *Appreciative Inquiry* methodologies to enhance all of the activities described; and

- *Capacity building* techniques to improve the ability of people and organizations to contribute to the fight against human trafficking in Albania.

Each chapter begins with a general overview of the topic by considering these topics:

- *What is (title of chapter)?* in which the nature and purpose of the chapter topic is explained;

- *(Title of chapter) tools* briefly outlines the specific tools to be described in the later sections of the chapter;

- *What key factors contribute to effective (Title of chapter)?* which highlights key factors that enhance successful programming; and

- *Defining success and measuring impact* reflects on the opportunities and challenges of assessing impact of activities.

It is important to recognize that assistance and reintegration services are a central component of a comprehensive anti-trafficking strategy and set of services. The residential service providers that comprise the Albanian National Anti-trafficking Coalition have a solid expertise in this area. Work with victims of trafficking should be conducted by well-trained professionals who work with stable, sustainable institutions that are able to provide continuity and breadth of services to each reintegrating child and women for as long a period of time as s/he needs support. This may range from weeks to years. There is a growing role for organizations that provide community-based services to partner with residential service providers in order to support the victim when s/he is ready to live outside the residential facility. However, this area is in the early stages of development in Albania.

It is beyond the scope of this Toolkit to describe sufficiently all the elements involved in assistance and reintegration for victims of trafficking. The reader is encouraged to refer to the manual consolidated by the Albanian Institute of Social and Psychological Studies titled *Skills in the Practice of Work with Victims of Trafficking* for an introduction to the principles and skills of social work with vulnerable populations, including victims of trafficking. It may be found on the Toolkit Resources CD in the folder on Capacity Building. For a more in-depth understanding of the work, please contact the member organizations of the National Anti-trafficking Shelter Coalition: Different & Equal in Tirana, Another Vision in Elbasan, Vatra Psychosocial Center in Vlora and the National Reception Center of the Ministry of Labor, Social Affairs and Equal Opportunity, located near Tirana.

Each "tool" chapter presents specific tools that may be used to address the area of concern for the chapter. Each tool section is structured as follows:

- *Description* that provides an overview of the tool.

- *Objectives* lists the intermediate outcomes that the tool aims to accomplish.

- *Outcome or impact* describes the ultimate outcome that is accomplished through achievement of the stated objectives. This presents a macro level view of the impact of implementing this tool.

- *Implementation* describes in detail how the tool can be used in the CAAHT program. In some cases, one particular activity is described, and in other cases, a set of activities related to the tool are described.

- *Cost considerations, time and complexity* is intended to provide an assessment of the resource implications associated with the tool.

- *Complementary activities* lists other activities that may be coupled with the tool in order to maximize its impact.

- *Programmatic prerequisites* describes the conditions or characteristics that need to be in place before the activity can take place. Not all tools and activities are viable in every situation. Local organizations should consider the questions posed here before beginning an activity.

- *Questions to ask before beginning this activity* provides a set of practical questions for program managers to investigate as they consider undertaking the activity.

- *Lessons learned* highlights the important ideas that the CAAHT program and its stakeholders have garnered from their implementation experience.

- *For more information, please contact* offers names and email addresses for organizations and individuals who have specific experience and knowledge about implementation of the tool described.

Several of the chapters include *success stories* that describe the work of specific implementing organizations.

The Toolkit contains two CDs. The *Toolkit Resources CD* is organized to correspond to each of the tool chapters of the manual. It contains instruments and manuals that can be used in the design and implementation of the activities described in each chapter. The *CAAHT Reports CD* includes major reports issued by the CAAHT program between 2005 and 2008. These include the annual reports on the *State of Efforts in Albania to Combat Trafficking in Persons* that offer year-by-year analyses of trends in human trafficking and assess the state of institutional efforts to combat the phenomenon. *CAAHT conference reports* capture the proceedings of each annual conference, with summaries of presentations by many local actors, both government and nongovernmental. *Impact assessment reports* show results of the mid-term assessments on awareness raising and coordination activities conducted under the auspices of the CAAHT program.

The *CAAHT Videos DVD* provides video documentation of the successes of the CAAHT program and seven of its implementing NPO partners.

FALEMINDERIT / THANK YOU

This Toolkit was compiled by Alketa Gaxha, CAAHT Grants Manager, and Sarah Stephens, CAAHT Chief of Party with support from the Creative Associates office in Washington, D.C. It is extracted from numerous manuals and reports from, and conversations with, technical experts, implementing partners and other program stakeholders throughout the life of the program.

The CAAHT program has functioned as a fully bi-lingual program. Hundreds of hours of translation have been needed to enable full access to CAAHT material and proceedings for both Albanian and English speakers. Our thanks to Ilir Baçi, Adelina Albrahimi, and Lindita Bajraktari for their careful translations of the material in this Toolkit.

Ms. Iva Zajmi, the Deputy Minister of Interior and National Anti-Trafficking Coordinator, and Ms. Irena Taga, Director of Anti-trafficking at the ONAC, along with their dedicated colleagues, have provided significant leadership in promoting coordinated anti-trafficking efforts throughout Albania. We are grateful for their partnership and the opportunities they offered the CAAHT program to assist them in their efforts.

The tools described in this Toolkit are all drawn from the implementing experiences of the CAAHT government civil society partners. Our thanks to the over 300 stakeholders listed in the CAAHT stakeholder database found on the Toolkit Resources CD for your cooperation with the CAAHT program. We hope you recognize your contributions reflected in this report, and that you will use this Toolkit to further your important contributions to anti-trafficking efforts in Albania.

It has been a privilege to work closely with the Directors, staff, beneficiaries and local partners of the 21 NPOs that implemented CAAHT grants between 2005 and 2009. You are the ones who have been the driving force behind the development and implementation of the tools in this resource manual. Thank you for your dedication, openness, creativity and commitment to ending human trafficking in Albania.

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> Albanian National Training and Technical Assistance Resource
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> Another Vision, Elbasan
> Center of Integrated Legal Services and Practices, Tirana
> Christian Children's Fund
> Different & Equal (D&E), Tirana
> Dorcas Albania
> In Help of Northern Women Puka
> In Protection of Urban and Rural Women's Rights in Berat:
> Institute for Gender Applied Polices, Tirana and field coordinators
> Intellectual Women of Pogradec
> International Catholic Migration Commission
> Murialdo Social Center, Fier:
> Professional Journalists of Gjirokastra
> Rruga me Pisha
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Chapter I
AWARENESS RAISING ABOUT TRAFFICKING IN PERSONS

What is awareness raising?

Awareness raising is the process of promoting knowledge and understanding of a concept or issue. Raising awareness refers to alerting the public that a certain issue exists and should be approached in the manner the organization suggests. In Albania, as in many other countries, awareness raising for the general public as well as especially vulnerable individuals is essential to the fight against human trafficking.

Awareness raising can cover a wealth of topics and information. The most effective information and messages are developed to respond to the questions and concerns of the target audience. Some of the key questions that participants in CAAHT-funded awareness raising activities had include:

- How does human trafficking happen?
- Where does it happen?
- Who is particularly vulnerable to being trafficked?
- What can be done to help reduce their vulnerability?
- What happens to people who are trafficked? Is this different for children and adults?
- What kinds of people are involved in trafficking?
- What motivates traffickers?
- How are the victims of these crimes discovered?
- How are they first helped, and by whom?
- What happens if they need longer-term support?
- How can we help these people return home to their families and communities?
- What is the legal framework against human trafficking in our country?
- What is our national strategy to combat trafficking? Who are the key actors?
- How can our local community leaders help stop trafficking in our community?
- What is the role of: the police? social workers? school principals and teachers? NPOs? prosecutors? the courts?
- What can I do to help prevent human trafficking?
- Is the problem increasing or decreasing in our country? In the world

Awareness raising tools

CAAHT program partners used many tools to raise awareness about human trafficking in Albania. The most successful are identified and described in this chapter. These tools are not unique to CAAHT – many of them were developed and implemented by other organizations previously (and simultaneously) with great success. The reader is encouraged to build on this experience and further adapt these tools so they best address the target population and context.

Awareness raising is a shared responsibility among government, civil society, the media, communities, and families. The tools included in this chapter come specifically from civil society, because they were implemented by Not-for-Profit Organizations (NPOs) supported by USAID through the CAAHT grant fund.

These tools are:
- a) school-based awareness raising,
- b) awareness raising through community discussion groups,
- c) televised "debates" and other broadcast material, and
- d) information pamphlets and posters.

What key factors contribute to effective awareness raising?

A comprehensive impact assessment[1] of CAAHT partner activities has identified that awareness raising is most effective when it is conducted
- 1) in an interactive and participatory manner,
- 2) using a combination of different tools, and
- 3) through a series of sessions.

The study results reveal that message retention was greatest when participants were actively engaged in the awareness raising activity. Examples of participatory activities include dialogue, role-play, writing, athletics or arts. Message retention was also shown to be higher when participants were exposed to more than one type of awareness raising activity. A more detailed discussion of how various tools can be combined appears below.

In addition to these two main lessons, CAAHT also identified several other elements of awareness raising that are important to keep in mind. The success of awareness raising activities depends on gaining access to communities through community leadership. The most successful CAAHT grantees were those with long-standing relationships in the communities they served. Trust and familiarity are the cornerstones of an effective awareness raising campaign. The venue for the activity also affects the impact on participants. CAAHT grantees conducted awareness raising activities in safe spaces such as schools and trusted women's homes, where participants felt comfortable discussing taboo subjects.

> *The success of awareness raising activities depends on gaining access to communities through community leadership.*

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[1] In the first half of 2009, the Institute for Development Research Alternatives in Tirana conducted a nationwide survey of beneficiaries in CAAHT-funded awareness raising activities. A PDF copy of the full report is available at the CAAHT web site at http://www.caaht.com/reports.htm

Most people want to meet victims of trafficking, or at least hear about their experiences. Most victims of trafficking feel uncomfortable speaking in group situations or speaking to the media about their stories; and it is insensitive to ask them to do so. Movies, television programs, and other audio-visual resources are a powerful way to expose people to simulated and real stories of trafficking. Care must be taken to identify and correct any misinformation such media may convey, and to address the strong emotions they may evoke in the viewers. Always take time to allow audience members to discuss what they have viewed, and to correct any misunderstandings that may arise from the material. This may be especially the case when using movies and television shows intended for entertainment rather than educational purposes.

Awareness raising activities are more effective when they are tailored for the specific audience, whether women, children, adolescents, men, or particularly vulnerable communities of individuals. Particular attention should be paid to providing age-appropriate information for children and adolescents. The messages and the activities will be more effective when they are nuanced and relevant to the specific community. It is important to provide information that educates and empowers people, rather than frightening them.

Defining success and measuring impact

It is important to establish clear goals and objectives for any project. The goal of most anti-trafficking awareness raising activities is to help decrease human trafficking. But this is a large purpose that is difficult to measure. Program objectives should be developed that have more tangible and achievable results. This not only enables reporting of achievements. Establishing clear definitions and targets for objectives enables the organization to make a viable and achievable project plan. For awareness raising activities, this means identifying the target communities, and determining a realistic estimate of the number of people who will be reached. But these primarily establish measurable outputs and outcomes. The bigger questions to ask in the planning process is "What impact will these activities have in the lives of the individual participants and in the broader community?" and "How will we know whether the desired impact was achieved?" (See Chapter VI. Management Information Systems & Appreciative Inquiry for more information about designing monitoring plans and using data for program management.)

The CAAHT program considered these questions before deciding to award grants for anti-trafficking awareness raising activities. CAAHT recognized that awareness raising should impact the breadth of Albanian society – young and old, urban and rural, male and female, and of all economic classes. For this reason, the CAAHT grant fund gave preference to programs in municipalities and rural areas outside the major urban center of the Tirana-Durres corridor, where the majority of prior awareness raising activities have been focused.

Trafficking can be challenged effectively only when the society at large understands that certain members of society profit from and enable these crimes, and when society views those who are exploited by them as victims of crimes rather than as "bad people" who shame the society. However, it is also important for the public to understand that trafficking in persons does not threaten the majority of citizens. There are particular patterns and techniques to the recruitment process, and characteristics of life circumstances that signal greater vulnerability.

Evidence-based information, and constructive messages of empowerment and de-stigmatization are important tools for improved personal decision making, supportive actions to protect family and friends, and better decisions by community and political actors. Awareness raising campaigns are most effective when a survey of attitudes and knowledge in the target population is conducted at the beginning. This provides information that enables the program planners to shape their messages more precisely toward reinforcing accurate knowledge, and correcting misinformation. Ideally, sample questionnaires will be completed by participants at the beginning that indicate their level of knowledge as well as their attitudes concerning human trafficking. The responses provide a baseline against which to measure the change in knowledge and attitude at the conclusion of the project. This is most easily captured by asking participants to complete the same instrument at the close of the project.[2] (See Chapter VI on Management Information Systems for more discussion of baseline data, impact assessment, and use of the information for project design and management.)

The CAAHT program measured how well the implementing partners contributed towards achieving widespread public awareness about human trafficking by asking two major questions:

How well did participants recall messages and information conveyed in awareness raising activities?

Did the participants in awareness raising activities take any actions as a result of their participation in these activities?

In addition to these broad questions, more exact impact measurement questions could be developed for selected target populations.

Messages and information should be shaped to be appropriate and useful to the audience. For example, it is important that awareness raising aimed at decision makers should include specific information about the legal framework and National Strategies. However, this information is less relevant for the average citizen, who needs more

Action taken is a good impact indicator for any awareness raising audience.

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[2] Keep in mind that these responses must have personal identifier information so that the change is measured by the specific participant. Keep the opening surveys, and pass them out again to the participants after they have completed the closing survey. Let them compare what has changed in their responses, and use this for a concluding discussion about the success of the activities in which they have participated. It also provides the organization excellent evidence of project success and lessons learned to improve future activities.

information about how trafficking occurs, who is involved in trafficking, and how to be more accepting and supportive towards victims of these crimes. When working with specific groups or individuals who are identified as having particular characteristics of vulnerability, the information should be shaped to help them understand their vulnerability and feel more empowered to avoid entrapment into a trafficking situation.

Action taken is a good impact indicator for any awareness raising audience. Be realistic about what kinds of actions can reasonably be expected. Remember that trafficking threatens only a small percentage of the total population of the country. It is unlikely that a significant percentage of citizens participating in public awareness campaigns will ever personally encounter a potential trafficking situation. Nevertheless, they can take meaningful actions in promoting and supporting reintegration of victims, as well as informing family members and others in their communities about their newly acquired knowledge.

The CAAHT program developed a comprehensive record-keeping instrument to track awareness raising activities. This is explained in more detail in Chapter VI. Management Information Systems & Appreciative Inquiry.

AWARENESS-RAISING TOOLS
1. School-based awareness raising

Description

Pupils in the middle and secondary schools of Albania (ages 10 to 18) are a key population to educate about trafficking in persons and how to protect against it. CAAHT-funded organizations, in partnership with principals and teachers, have demonstrated that students are eager to learn about this social problem, and want to educate their peers and families. Regular classroom curriculum, student organizations and assemblies, as well as arts and recreational activities are all good vehicles to promote a thorough understanding of the multitude of issues related to human trafficking among young people.

The Ministry of Education and Science (MES) states that it has incorporated human trafficking subjects into the curriculum of gender and social education classes taught throughout the entire pre-university education system, with the aim of showing how trafficking in human beings is linked to other social issues. The MES guidelines incorporate anti-trafficking subjects in the curriculum of civic education classes (I, II, III, IV grades), Civic Education 7, Biology, and Knowledge about the Society (I, II grade).

In its special publications for teachers, the MES has issued internal guidelines instructing teachers throughout the entire education system to give priority in the classroom to gender issues, trafficking and domestic violence at their meetings with parents, students and teachers. The MES emphasizes that annual school work and lesson plans for individual classes must address gender, trafficking and domestic violence related issues. According to these guidelines, trafficking issues are also to be addressed as part of extracurricular and cross-curricular activities.

Several CAAHT grantee organizations in various parts of the country have found that the MES is not yet providing practical information and teaching tools to support the implementation of this guidance. Many local principals and teachers deserve recognition for taking the initiative to welcome NPOs into their schools and to assist them in implementing the anti-trafficking curriculum.

Several CAAHT grantee organizations used school-based awareness raising training modules, peer education and youth groups as vehicles to raise awareness. The IDRA impact assessment survey discovered that school-based programming needs to use a combination of activities in order to have meaningful impact with the youth[3]. The most successful school-based projects combined several complementary activities, in order to reinforce the information and skills being promoted in the

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[3] Some of the CAAHT-funded awareness raising programs presented only one session of awareness raising to each classroom of students. These projects had the lowest level of impact among the CAAHT-supported programs.

campaign. Not only do the students themselves gain an improved understanding of the complexities of human trafficking, but many are excellent ambassadors who share the information with their peers and family members. Impact is significantly increased when: a) youth are provided anti-trafficking information using interactive methods; b) they are exposed to the information and messages over a series of sessions; and c) multiple techniques are used (e.g. small group discussions, role playing, viewing and discussing movies or other audio-visual material, creating posters and plays).

Collaboration between teachers and NPO staff specifically trained in anti-trafficking knowledge is cost-effective and increases the awareness of the entire community, empowering citizens to help prevent human trafficking and welcome home its victims.

Objectives

Awareness raising in schools can achieve several objectives:
1) To increase the knowledge of students about trafficking;
2) To increase the collaboration between schools and communities;
3) To increase the ability of teachers to promote awareness in schools; and
4) 4. To increase the capacity of student leaders to share information with their peers, families and communities.

Outcome or Impact

Students who participate in school-based awareness raising activities reported an increased knowledge about the causes, mechanisms and consequences of trafficking in persons. In addition to traditional testing methods, impact can be measured by tracking the extent to which those who acquire this knowledge seek to share it with others through informal and formal outreach. Another measurable indicator of awareness raising among students is if they seek to intervene to stop it, should they encounter a potential trafficking situation. For more information about the impact of school-based activities, see section 1.2 Awareness Raising Techniques in Chapter 1 and the results of the IDRA impact assessment on CAAHT awareness raising activities on the CAAHT web site at www.caaht.com/reports.htm.

Implementation

Several CAAHT grantee organizations conducted school-based awareness raising activities. The description that follows combines a selection of their good practices. The first step of the activity is to build relationships with local schools, government and communities. Once all stakeholders are successfully engaged, the implementing organization begins delivering an adapted anti-trafficking curriculum in the classroom(s).

CAAHT grantee awareness raising modules included the following topics:
• definition of trafficking,
• discussion of routes of trafficking.
• profile of traffickers,

- profile of victims,
- mechanisms to recruit victims,
- ways to avoid being trafficked,
- current national and international legislation related to trafficking,
- human rights and trafficking, and
- the relationship between domestic violence and trafficking.

There are many modules developed by international and national organizations in Albania. All sample modules should be reviewed, updated and carefully tailored to suit the needs of the audience. Trainers from the CAAHT grantee organizations deliver the module during regular class time, with the teacher and school leader in attendance. Parents and community members are informed in advance about the anti-trafficking sessions, and in some cases may be invited to attend.

During the initial awareness raising sessions, the NPO trainer takes note of the most engaged students. The NPO trainer then confers with teachers, school leaders and community elders to select students who demonstrate leadership skills, academic promise and social influence (often the same students who are most vocal during the trafficking awareness raising session). With the concurrence of all stakeholders, these students are invited to serve as peer educators and youth group leaders. In some cases, schools already have functioning youth groups and Student Government Associations. However, it is important to note that representatives of Student Government Associations should not automatically be regarded as the best choice for the role of peer educator.

The selected student leaders are supported through continuing follow-up sessions with the NPO trainer and the school director. The student leaders then meet with their peers to discuss the anti-trafficking message and relate it to their own experiences. They organize after-school activities, including writing and presenting dramas and conducting athletic events. Additionally, the NPO can organize competitions between youth groups at different schools to provide an incentive for participation. Competitions might include the best drama about trafficking, for example. One CAAHT grantee organized a children's art exhibition called "We're worthy" in which students' art with anti-trafficking messages and positive values for children were displayed. Through the drawings, children were able to express their fears and other feelings about trafficking.

Cost considerations, timing & complexity

School-based activities are a cost effective medium for awareness raising. This is because teachers, venue, materials and management structure are already operating in schools. Other cost factors to consider include the NPO's staff time and transportation costs, and the photocopying of instructional materials. There may also be a small stipend provided to the school to facilitate the activities of the youth groups.

Building relationships with key stakeholders, accounts for the majority of the time required to conduct school-based awareness raising activities, even before any activities take place. Next, implementing organizations need to either adapt an existing anti-trafficking curriculum or develop their own. Once in place, the youth groups operate on their own with regular follow up and support from the organization and their teachers. Overall, the success of the effort depends on the strength of relationships with the school and greater community; these relationships can take years to develop. The CAAHT program discovered that the best recipe for success is to work with implementing organizations that have already been working in the target community, and are well known to community members.

CAAHT grantee organizations found school-based awareness raising activities to be moderately complex to implement, because there are so many stakeholders involved. Directorates of Education, school leaders, rural community elders, parents and teachers all must be engaged and willing to support the activity. Grantees also found that a high level of professional expertise is required of the trainers who conduct the awareness raising sessions in classrooms. To implement these activities well requires an effective teaching methodology elaborated in the modules, and professional trainers who are skilled in leading participatory, interactive sessions. (The Training of Trainers module is discussed in Chapter V on Capacity Building.) Additionally, trainers must also be equipped to provide regular follow up to reinforce the learning gains and support the youth group activities. The best trainers can also identify student leaders who are well suited for the role of peer educator.

Complementary activities

CAAHT grantees found that classroom learning may be enhanced by incorporating such activities as:
- TV debates
- After school recreational activities, such as athletic events
- Posters in classrooms
- Leaflets distributed to students to take home.

Programmatic prerequisites

CAAHT grantees learned that before any activities are implemented, an accurate assessment must be conducted of what already exists. For example, if the national anti-trafficking curriculum has already been incorporated into lesson plans, then there is no need for civil society to conduct this kind of activity. In cases where the schools are not yet providing the necessary information about trafficking, there is a need for civil society assistance. If that is the case, then good relationships with schools and communities are essential to the success of the school-based awareness raising program. CAAHT grantees believe that teachers, school directors and members of the local Directorate of Education must all be familiar with the implementing organization, comfortable with the proposed activity, and give their consent and willingness to participate. CAAHT grantees ensured commitment to the program by seeking Memoranda of Understanding (MOUs) with schools and with the local Directorates of Education.

Questions to ask before beginning this activity

- Why is awareness raising about human trafficking needed in our community?
- Is an anti-trafficking curriculum already being delivered in the target schools?
- What other anti-trafficking awareness raising has already been undertaken with this population? What was achieved? How can we build on this?
- Does my organization have a solid relationship with the leaders of this community? Which leaders' commitments are most necessary to ensure sufficient support for this project? How will we attract those who we don't already work with closely?
- Who are the key stakeholders in the education system that I need to engage?
- Will I use an existing curriculum, or develop my own?
- Do I have trainers with the capacity to deliver the curriculum?

Lessons learned

- Getting an MOU through the bureaucracy of local Directorates of Education can take a long time. In order to facilitate the process, it helps to sign an MOU with the participating schools first, and then seek the approval of the local government authority.
- Inviting parents and community members to attend the trafficking training sessions is a good way to build community support for the implementing organization generally, and the anti-trafficking message in particular.
- The more interactive the awareness raising sessions, the greater the impact on student learning. Using proven educational tools such as participatory instruction and child centered methodology increases message retention.
- Using entertainment can be an effective tool for education, when coupled with more traditional classroom-based instruction.
- Identifying community members to serve as local coordinators helps to sustain the impact of the activities, because they are always present and others will benefit from their knowledge and training.
- Engaging government, both local and central, is important to gaining the necessary access to schools, and to ensuring sustainability of the activities.
- Opening discussions with real stories of people affected by human trafficking is a powerful conversation starting tool. By sharing real stories, listeners are encouraged to tell their own stories; it creates a safe space for sharing openly. Exceptional care needs to be taken to ensure that the actual identity of the person is not revealed.

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2. Awareness raising through community discussion groups

Description

Several CAAHT grantees use community discussions to raise awareness about trafficking. Among beneficiaries who are not school students, this is the technique most appreciated by beneficiaries interviewed for the IDRA impact assessment of CAAHT awareness raising activities. The study revealed that the beneficiaries who participated in group discussions with the community were clearer on describing the topics they discussed in the awareness raising activities.

In most cases, the discussions are held in the homes of respected women in each community. Discussions are also held in municipal buildings, schools (when school is not in session), community facilities, and at the implementing organization's office. Community discussions can be especially effective when linked with vocational training.

The groups participating usually consist of women only, sometimes women and men, and sometimes women and girls. The CAAHT grantee trainer attends the community discussion to facilitate conversation and provides accurate, complete information about trafficking, according to the anti-trafficking modules. Small community groups (generally less than 20 participants) convening several times over a period of weeks or months enable participants to create a safe space in which to discuss sensitive issues openly. CAAHT found this to be a good awareness raising practice because it enables dialogue to occur in conservative communities where trafficking and prostitution are taboo subjects. Home-based discussion groups in particular feel safe for women who may be more restricted to their homes by the expectations of traditional society.

Objectives

Awareness raising through community dialogue had several objectives:
1. To increase knowledge of trafficking within the community, particularly among women and girls.
2. To promote dialogue and decrease stigma associated with discussion of trafficking and prostitution.
3. To encourage supportive relationships within the community, particularly those that may help women to protect each other and their children.
4. 4. To help participants to gain confidence and ability to confront community, family or individual attitudes and behavior that condone or ignore human trafficking.

Outcome or impact

The impact assessment of CAAHT grantee awareness raising activities revealed that women, and especially women in rural areas, had greater levels of message retention and had a more comprehensive understanding of the issues than men. In addition to the increased individual awareness, the broader impact of this activity lies in the

reinforcing function of community-level awareness. Knowing that others are informed about trafficking reinforces the importance of the message and strengthens the incentive to take the right steps (i.e. to avoid being trafficked if the threat appears). CAAHT also found that setting the precedent of dialogue on a taboo subject makes it easier for a girl who is considering an offer to leave the country to discuss the decision with someone else first.

Participants in awareness raising sessions during vocational training and in-group discussions very much appreciated the combination of both services. Those interviewed revealed that the awareness raising sessions helped them choose their life path, especially when they were conducted with male and female teenagers and adults aged 17 to 21. At this age teenagers and young adults have to make important life-changing decisions, such as whether to study or not, whether to emigrate or not, whether to get married or not, and with whom to get married.[4]

Implementation

CAAHT grantees found it effective to have monthly meetings in each community, and to have the location of the meetings rotate among women's homes. This builds the community connection among the women and increases their engagement in the process.

CAAHT grantees all had years of experience working in the target communities, often in issues other than anti-trafficking, such as economic development or agriculture. This experience enabled them to choose a leader in each rural community – sometimes a nurse, community health worker or teacher – to be the local program coordinator. The selection of the local coordinator was a very important element of success for CAAHT grantees, because the individual had to be a trusted leader within the community. Sometimes the grantees already had local coordinators in other programs, so the communities knew these individuals in a service capacity already. The Government of Albania requires that every family get one house visit by a community health worker after the birth of a child, and so these community health workers know the families well, and can often identify individuals and families with characteristics that make them more vulnerable to trafficking.

In most cases, local coordinators receive a modest stipend for serving in this capacity. However, when they are government employees, MOUs should be sought that will designate the function as part of the job description of the government employee. This is consistent with the National Anti-trafficking Strategy, which stipulates responsibility for anti-trafficking education and social services to those corresponding Ministries. CAAHT grantee organizations trained both government and civil society local coordinators about anti-trafficking. (See Chapter V on Capacity Building for more information about Training of Trainers).

The local coordinators start by working through their personal networks to identify women or men who are interested in attending a discussion group on the subject and organize the first meeting. Generally, a trainer from an NPO will attend the meeting to serve as a resource person or to lead the discussion. The conversation often begins with the local coordinator or trainer telling of a case of trafficking that happened in a nearby community. By sharing a story, grantees found that the women

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4 See "Conclusions", IDRA impact assessment report of CAAHT grantee awareness raising activities, July 2009.

would often open up and begin telling stories of people that they know about. Another useful way to start the conversation is by viewing an anti-trafficking video, such as one of CAAHT video postcards. Then the discussion leader can ask questions about the video. In groups with girls, sometimes the discussion leader would tell half of a story, leaving the ending unfinished, and ask the girls to complete the story. This was another way to engage the younger participants in the conversation. It is important for the local program coordinator to remind the women participating in the discussion not to use names, to protect confidentiality. These personal stories then become case studies around which the discussion is structured, with the guidance of the local program coordinator.

CAAHT grantees found it effective to have monthly meetings in each community, and to have the location of the meetings rotate among women's homes. This builds the community connection among the women and increases their engagement in the process. Having the discussion groups take place in many rural communities means that women can walk to the discussion group and the local program coordinator can cover more than one rural community. Usually the discussion groups include women only, with a wide range of ages. Mothers are invited to attend first, to see what was discussed. Then the mothers invite their daughters to attend as well. Often the conversations range to include sharing recipes, exchanging personal news and discussing their dreams for the future.

In order to encourage more understanding and changes of attitude in men as well as women, some NPOs hold community discussions with men present. This usually presents a challenge. The men do not participate actively and seem uncomfortable with the proceedings, particularly during the "profile of a trafficker" module. Generally, this problem can be resolved by including both male and female trainers in sessions with men and women. The presence of a male trainer makes male participants much more comfortable with the training, and they begin to participate in the group discussion.[5]

Cost considerations, timing & complexity

The cost considerations for conducting community discussion groups include possible stipends and travel expenses for trainers and local coordinators, some snacks to offer at the discussion groups, and the cost of printing some materials to be distributed at the sessions. CAAHT grantees sometimes also incur costs (beyond their project staff costs) for training of trainers. School-based awareness raising modules are a good source for material that may be modified for community group discussions.

Conducting community discussion groups requires investment of time in preparation as well as implementation. Sufficient preparation time is

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[5] There is a less evident gender divide in classrooms with children and youth. Although CAAHT program monitors generally observed that the girls tended to be more engaged in the awareness raising activity than the boys. It was also observed that almost all the NPO trainers were women.

needed to identify and train the local coordinators, so that they are well prepared to lead the community discussions. During implementation, the local coordinators attend several discussions per month and provide reports back to the grantee organization. (See Annex II. A.) for a work plan implementation chart from Agritra Vision that shows the project design, preparation, training and implementation flow for a 12 month project.)

To have the community discussions be most effective in raising awareness, a high degree of professional expertise is required of the local coordinator. This person must be able to facilitate discussion effectively, provide accurate information about trafficking, build a sense of trust and respect among the participants and maintain the confidentiality of victims at all times. The local coordinator also must be adept at organizing the women of each rural community to ensure that the meetings take place. These are skills that transfer to conveying a breadth of information, and serve as a good investment in community leadership development for anti-trafficking and beyond.

Complementary activities

CAAHT grantees enhance the learning gained in community discussions by:
- handing out information leaflets, posters, sugar packets(?) and brochures;
- organizing recreational events with youth in the community; and
- distributing CDs with recordings of the anti-trafficking radio program.

Programmatic prerequisites

Particularly in the rural areas, CAAHT grantee NPOs find that community discussions of the kind described here cannot take place without the involvement of a trusted civil society actor. As described above, the CAAHT grantees had been active in the targeted rural communities for years while delivering other development assistance, sometimes related to economic development and agriculture. As a consequence, the people in the rural communities know and trust the implementing organization. Often the local coordinator is a health worker or other respected member of the community who is trusted by the community elders, and the women in particular.

In addition to well-established trust, having good methods to share information about trafficking is essential. The CAAHT program intentionally chose to support several capable NPOs in areas far from Tirana that did not have previous anti-trafficking experience. The CAAHT program provided these grantees with training about trafficking and (in some cases) training of trainers. It is important that implementing organizations ensure sufficient knowledge among their staff to enable them to support and train local partners. It should be kept in mind that the trends and mechanisms of trafficking in persons can change quickly. Therefore, staff need to stay abreast of reliable and up-to-date information and ensure that their training material is updated regularly.

Questions to ask before beginning this activity

- Has community level outreach already been done in my target communities?
- Do our local coordinators have the necessary expertise to facilitate discussion?
- Who are the key stakeholders in each community that I should engage?
- Are the police supportive of this activity? Are they willing to provide information or make presentations to the groups?
- What are the key messages and anti-trafficking information that is most relevant to the communities we are trying to reach?
- Where and who are the local resources we will be able to refer participants to?

Lessons learned

- The information and messages have greater impact when delivered by local people. This is particularly true in more isolated, rural communities.
- The most active women in communities tend to be most inclined to participate in the community discussion groups. Attention needs to be paid to additional outreach to more isolated (and possibly more vulnerable) women and families in the community.
- Small groups are the most effective way to share anti-trafficking information with participants other than school students in school and their parents.

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3. Panel discussions and other televised media

Description

Local organizations can use media in many ways that are inexpensive and effectively tailored to their local context. National level media campaigns can be contextualized in a local community through discussion groups and televised panel discussions. Several international organizations have multi-media materials online that can be played and discussed in classrooms and community discussion groups. Additionally, the CAAHT program has produced short video postcards, which can be used in a similar way. This is an effective way not only to raise awareness, but also to diminish the cultural stigma associated with discussion of trafficking and prostitution. Using media is a good way to reach a population with anti-trafficking messages, although the IDRA impact assessment found that exposure to the message restricted only to visual media was not sufficient to change attitudes and behaviors. Media tools should always be used in concert with other awareness raising activities.

Objectives

Awareness raising through televised panel discussions and other media can achieve several objectives:
- to raise awareness of a larger audience about trafficking;
- to correct and dispel misinformation and sensationalized attention to the subject;
- to decrease the stigma associated with discussing trafficking and prostitution openly; and
- to improve the public support for the recovery of victims of trafficking.

Impact or outcome

Several CAAHT grantees used media in a range of ways, for example reaching the public at large with a radio broadcast, or using televised panel discussions to stimulate discussion in local communities. These are always conducted within the context of a broader set of awareness raising activities such as classroom and community group outreach. The IDRA impact assessment report on CAAHT grantee awareness raising activities confirms that media outreach in isolation has a limited impact.

Implementation

CAAHT grantees use televised panel discussions with good success. The televised panel discussions are video recorded sessions in which a small group of panelists sit together at a table and discuss various elements of trafficking and its prevention. The first step to implementing a televised debate is to identify and build a partnership with a local production studio where the event can be filmed and broadcast. Even when the sponsoring organization is designing the broadcast, the professional advice of the studio staff should be sought throughout the production process.

The main topics to be discussed should be outlined carefully in the early planning stage for the broadcast. They will be most effective if they are built around themes that apply to the anticipated viewing audience (which may be local, regional or national). Often the panel discussion is preceded by a broadcast of a documentary, movie or other video dramatization or report about human trafficking. The points of discussion for the panel should be

clearly linked to the preceding broadcast. Videos of dramas written and performed by local students can be an engaging presentation that affirms the skills and knowledge of these youth. Since these are by definition amateur productions, the quality of these plays needs to be assessed before broadcasting them to the wider community. This technique is used by the more experienced teachers and NPO's that know how to help the students prepare these dramas well.

A mixture of government and civil society representatives creates the most dynamic and credible panel. This might include a psychologist, an academic, a journalist, an NPO staff member, a lawyer, a police officer, a social worker, etc. In all cases, they should have clear experiential, administrative, or research knowledge about human trafficking in Albania. When a student performance is broadcast, some of the student writers and actors might be included. Panelists typically are individuals from the local community, but a national-level expert would make a fine addition. The purpose of these discussions is primarily for the panelists to educate the public from their various professional perspectives, rather than to stimulate a disputed debate with each other (which is the more common format for Albanian television shows).

> *A mixture of government and civil society representatives creates the most dynamic and credible panel. This might include a psychologist, an academic, a journalist, an NPO staff member, a lawyer, a police officer, a social worker, etc.*

Speakers need to be invited and confirmed well in advance of the broadcast. The points for discussion may need to be adjusted if the appropriate speakers are not available.

Good coordination of the panel members is essential. One of the major challenges faced is to identify the appropriate people to be in the panel and coordinate them to address the topic in an integrated way.

A well-trained representative of the NPO usually provides some coaching to the panelists, prior to filming. This coaching may include reminders about the most important anti-trafficking messages to convey, especially if there is a campaign with key messages underway in the community. The sponsor NPO and the local television station should identify together the most skilled person to serve as the moderator of the panel. The moderator facilitates the conversation and ask questions of each panelist to elicit informative responses.

Once the session has been aired and filmed, DVD copies of the debate can be made with the assistance of the television studio. These are then used in classrooms and community discussion groups to facilitate conversation. This is an important final step in the process, because it enables multiple uses of what would otherwise be a costly, one-time only event.

Beyond televised debates, there are several other ways that local organizations can build upon national and international media exposure. For example, ILO, UNICEF and the CAAHT program all have trafficking awareness raising videos posted online (Visit the Creative Associates "YouTube" page to view video postcards about the anti-trafficking work of seven CAAHT NPO partners in Albania, as well as a longer video reviewing the comprehensive work and impact of the CAAHT program. http://www.youtube.com/view_play_list?p=B1714AE6352FBE00)

These videos can be used to promote awareness and also as a starting place for conversation in classrooms and community discussion groups.

Whenever broadcast material is used, it needs to be interpreted for the local context. Sometimes commercial media (such as Hollywood movies) include references to human trafficking and prostitution that are counterproductive to the anti-trafficking effort. Local organizations might consider screening the movie in their community, and then lead a discussion about how the movie presents misleading information. This way local organizations can counteract bad messages with correct information.

Local organizations can film the drama productions that students prepare in the classroom-based awareness raising sessions. These dramas can then be screened throughout the community as conversation starters and to promote awareness. As always, it is important for local organizations to keep in mind that the content of videos should be appropriate for all ages, since often children are present when adults watch television and videos.

Cost considerations, timing and complexity

This is one of the most sophisticated awareness raising activities and needs to be well planned. Local organizations considering awareness raising through media should take costs into account along with the level of effort and complexity of various options. CAAHT grantees have had success building on what media already exists, by pairing activities with pre-recorded videos, and by translating national and international media to the local context.

A televised panel discussion requires a significant amount of time in planning, coordination of many actors and a high level of professional expertise. Most local television stations expect to be paid a fee, because they are commercial businesses.

Questions to ask before beginning this activity

- What type of anti-trafficking broadcasts have been seen in our community over the past two years?
- Who in our community is qualified and willing to participate in a televised debate?
- How are our broadcast activities going to be used in conjunction with our other awareness raising activities?
- What is the target age of our broadcast audience? Is our material appropriate to that age range?
- How can we ensure that inappropriate discussion and images are not conveyed to young children?

Complementary activities

- Media tools are most effective when they are used in concert with other kinds of awareness raising activities. These can include:
- classroom awareness raising sessions;
- community discussions;
- distribution of leaflets and posters around the community;
- engagement of community leaders and peer educators to share information; and
- student dramas and art shows.

Lessons learned

- A wide array of commercial movies as well as educational videos produced by intergovernmental organizations like the IOM, Unicef, OSCE and UN Office on Crimes and Drugs offer a wealth of material for presentation and discussion. Any video material should be presented in a situation that provides sufficient time for discussion after the viewing. Not every aspect of the information conveyed will be relevant to the local context, and may in some cases create misunderstanding about how trafficking occurs in Albania.
- Commercial productions created for the primary purpose of entertainment may also exaggerate the violence and simplify the mechanisms of trafficking in ways that unnecessarily frighten and distress the viewers.
- Try to focus on empowering the viewer by reinforcing his or her increased knowledge and ability to make choices.
- Media has enormous power, and often is given more credence and authority than it merits. Help viewers critically analyze what they are watching. Encourage them to consult other information sources to test and confirm the information presented.

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4. Information pamphlets and posters[6]

Description

Posters and pamphlets are an important way of getting counter-trafficking and safe migration information to the community. Posters and pamphlets are very useful especially in areas where there is no easy access to newspapers and radio. It is a direct way of communicating with your target audience, but it can also be very expensive. Organizations can easily produce posters and pamphlets but it is essential to be clear about the objectives, the audience, and expected impact before proceeding to develop the print material. Several CAAHT grantee NPOs created dynamic and effective printed materials that they used extensively in their awareness raising campaigns. Several examples are included in Annex II.B. Some of these organizations have been willing to have their material reprinted by other organizations. Credit should ALWAYS be given in writing on the product to the organization that created the original version.

Posters and pamphlets are very useful especially in areas where there is no easy access to newspapers and radio.

Pamphlets

Pamphlets should be used when you want to give people more information than you can put on a poster, for example to:
- educate the public about the causes, mechanisms and consequences of trafficking in persons,
- reinforce key messages and information from your awareness raising campaign,
- highlight services and hotlines that at-risk and trafficked victims can access, and/or
- present the work and services of your organization.

Pamphlets are much cheaper to produce than posters. Organizations can produce pamphlets by photocopying them or printing them on a duplicator or by taking them to a professional printer. It is important to produce pamphlets that attract attention and make people want to read them. You can waste a lot of money if you print pamphlets and then do not distribute them properly.

Posters

Posters are seen by the target audience for only a few seconds – usually as they drive or walk past. They should be put up on poles next to busy roads or on walls and windows of shops where passers-by can see them. It is important that they are as large and as bold as possible so that they attract attention and can be read easily.

Posters are generally very expensive to print but it is possible to make them by hand by using koki pens or paint. An alternative might be to print them on a silkscreen printer, if one is available. A few beautiful posters can be much more effective than hundreds of small ones that nobody notices. Posters are best used for advertising events or for popularizing a short message that is reinforced by other awareness raising activities.

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[6] The text in this section includes information from the Community Organiser's Toolbox / Guide to Making Posters and Pamphlets http://www.etu.org.za/toolbox/docs/organise/webposter.html.

Objectives	Posters and leaflets support and reinforce the communication of key program information to the target audience, and the wider community. CAAHT grantees use posters and pamphlets to summarize and emphasize the key messages and information they are conveying in their awareness raising campaigns and to attract beneficiaries to participate in other aspects of their programs.
Outcome or impact	Direct impact of posters and pamphlets is difficult to measure, separate from the more comprehensive impact of the entire set of awareness raising activities. However, the IDRA survey of awareness raising activities showed that the leaflet produced by Women in Development in Shkodra (see Annex II. B.1.) was remembered and appreciated by over 90% of the project participants. The next most remembered products were the posters created by Women with a Development Focus in Kucovë and Agritra Vizion in Peshkopi (see Annexes II.B.5 and II. B. 6).

Implementation

Pamphlets
A pamphlet is an unbound booklet (no hard cover or binding). It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths (called a leaflet), or it may consist of a few pages that are folded in half and stapled at the crease to make a simple book.

Leaflets
Be clear about the purpose of the leaflet in relation to the comprehensive awareness raising campaign. Select the key messages and information that can be conveyed in this condensed format. Keep your language simple by avoiding long words and jargon. The best pamphlets are short and simple. Make sure that all your facts are correct and that the information is up-to-date. Be careful to keep the main target audience in mind so that the text can be understood by, and is appropriate for, them. Check spelling and proof read your pamphlet carefully.

Think carefully about the target group before you plan distribution as different sectors of people gather in different places. Thousands of pamphlets are wasted if they are distributed in an irresponsible and unplanned way. The best way of distributing is through activities such as classroom presentation, school assemblies, community group discussions and other gatherings.

Posters
Posters reinforce messages and invite the public to learn more about your organization and its activities. Link the content to the key messages of other awareness raising activities in your community (even those being implemented by a different organization or government entity). Use as few words as possible - avoid using full sentences. For example "Unite against Child Trafficking" instead of "Let us unite in the fight against Child Trafficking". Use color if you can afford it. This makes your poster stand out and attract more attention. Make sure that the poster is easily recognized as belonging to your organization by using your logo, colors or the abbreviation of your organization's name.

Cost considerations, timing & complexity	Note that when using a commercial printer and printing in a 4 color-press, most printers charge a higher per unit cost when you print a smaller quantity, and the cost per unit should drop as your volume increases. This is one good reason to consider cooperating with other organizations to use the same material. This both increases the replication of messages and information across the country and helps reduce individual project costs. Consider approaching a central or municipal government office to be responsible for the published material, as a government contribution to the campaign.

Creating a completely new pamphlet can be a complicated and time-consuming task. The effort is important to be made when available materials are out dated or inappropriate for the target population. However, many leaflets already exist and can be easily updated or modified to meet your project needs. Consider asking another organization for permission to reproduce their pamphlet and/or poster. Remember ALWAYS to give credit to any organization or government office that offers this cooperation.

Leaflets and posters are most effective when they are used concurrently with the variety of awareness raising tools planned for the project. Therefore, in most cases designing these materials should occur in the first stage of the project. The exception to this guidance occurs when some type of survey or other research is being conducted, and the information gained is intended to be communicated through the leaflet or poster.

Complementary activities	Posters and pamphlets are supporting material for all of the awareness raising activities described in this chapter. They should never be used in isolation when a more comprehensive program with clear target groups and multiple techniques for conveying the messages and information are necessitated.
Programmatic prerequisites	The comprehensive awareness raising campaign or project should be thoroughly designed before getting to the step of designing the poster and pamphlet material to support it. Before investing in publishing a large number of copies of the pamphlet, ask a few people who are representative of the audience you are trying to reach to look at a "mock up" of the product. Think about what you hope they will learn from reading the material. Ask them a few questions that help you discern whether they understood the messages and information in the manner you intend. A bit of time taken to test your product before it is printed may save you both time and money, especially if the pamphlet has some error or conveys an unintended message.
Questions to ask before beginning this activity	• Do we need posters and/or pamphlets to support our awareness raising activities? • Who is our target population? • Where will these materials be displayed and distributed? • What other anti-trafficking awareness raising posters and pamphlets have been used in our community or with our target population? What was achieved? How can we build on this?

- Who will develop the key message and other text for the material?
- What is the key message and information we want to convey?
- Is the leaflet or poster likely to be seen by children? If yes, is it appropriate for them?
- Are we conveying constructive messages that build confidence in people's ability to help themselves and others?
- Are we conveying positive messages about and images of victims of trafficking?
- Are we avoiding scary and sensational images and messages that frighten people and perpetuate negative images of victims of trafficking?
- Who will provide us the technical support for the design and printing of the material?
- When do we plan to start using this material? Do we have sufficient time to get it written, designed and published?
- Do we need approval from any officials in order to post or distribute the material? If so, how are we going to get that approval?

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SUCCESS STORY

Awareness Raising for Children in Tirana Suburbs

Regional Cluster Groups share information to support partnerships to combat trafficking

Photo by: CAAHT

A teacher and a child in the YWCA awareness raising program use his drawings teach the class about how trafficking can happen.

At the Young Women's Christian Association in one of Tirana's suburban communities where Roma are heavily concentrated, a series of workshops raise awareness among women and children about the dangers of trafficking.

These workshops provide detailed information about trafficking, anti-trafficking laws and human rights. Since the series began in May 2005, four women have been trained as peer-educators to then train others to disseminate information and establish a non-formal structure against trafficking of women and children, to take over after the YWCA project ends in July 2006.

Efforts are also being made to raise the women's self-esteem by organizing social events after the workshops where the women celebrate Roma culture, its food, traditional clothes and jewelry as well as songs and dances. Indeed, the rousing rhythms of gypsy music have greatly influenced European musical traditions. But despite this contribution and centuries living among Europeans, the Roma continue to face poverty and discrimination more than most other minority communities on the continent.

In Albania, with an estimated population of 120,000, many Roma lack access to basic healthcare, adequate housing, employment and education. Albania's Roma women and children are also more often trafficked than the general population. The YWCA Roma project receives crucial financial support from The Albanian Initiative: Coordinated Action Against Human Trafficking (CAAHT) project, funded by the U.S. Agency for International Development.

Low levels of education among workshop participants and a scarcity of information contribute to misconceptions about trafficking. "At the beginning it was not very clear to them why were we talking to them about trafficking, as they thought trafficking is equal to prostitution. At times they laughed at the information thinking trafficked girls are earning a lot of money. So we had to work hard to explain to them the difference between prostitution and trafficking," said Donika Godaj, the YWCA's coordinator for the Roma project.

SUCCESS STORY

At one of the workshops, Meleqe Rrenja, also a peer-educator and mother of five, shared the story of a girl from her community who had been trafficked. "This girl came from Italy drugged, with her arms burned and lost her voice. She was forced to prostitute. When she came to Tirana, I helped her because I have been working with Roma women and girls who are included in the YWCA project. Using my relations with YWCA and other organizations I helped her. Now, she has a life and is married," said Rrenja.

- July 2006

SUCCESS STORY

Helping Rural Girls and Women Protect Themselves from Traffickers

Students at Miras High School in Devoll learn together about the risks of trafficking.

Photo by: CAAHT

Nearly 300 Albanian girls and women fell victim to illegal trafficking for the purpose of enforced prostitution in 2005. Of these, an overwhelming number were from rural areas and one third were younger than 18.

To empower other girls and women to protect themselves from becoming victims, one nongovernmental organization is waging a prevention campaign in rural areas of Albania. A small Albanian NGO, the Institute of Gender Applied Policies (IGAP) is conducting house to house information campaigns, sponsoring awareness raising school-based meetings and building the capacity of authorities to prevent, protect and assist victims.

"IGAP has acquainted us with lots of new knowledge. It taught us to care for our lives and not trust people who promise big things. Above all they helped me find a job, and it is the first time somebody takes care of me, apart from my mother," said 18-year old Alma, an IGAP beneficiary.

The ways in which girls and women fall prey to trafficking varies. Some are kidnapped, some are sold and others are made vulnerable to trafficking by, false promises – of employment, marriage, education or other opportunities. Girls in rural areas are particularly vulnerable to these tactics because they are more often not educated, isolated and have little access to mass media to learn how to avoid these traps. Complicating matters further is the prevailing mentality in rural communities, which denies that trafficking occurs at all because most trafficked girls and women are taken to Italy and Greece, and to a lesser extent, Belgium and the Netherlands, where they lose contact with their friends and family.

Marjana, a 17-year-old IGAP beneficiary, said she knows someone from her village who was trafficked. The victim came from a poor family whose father was unemployed. "She was the eldest daughter and one day we heard that she left for Italy with a local guy. After some months the guy came back alone, helped the family and took away her two sisters. For some time, the family's finances were arranged as they had only a son to care for. But, after some months, the

SUCCESS STORY

eldest daughter was brought back dead. We heard that [the father] left for Italy to search for his other two daughters. So far, we have heard nothing about them," said Marjana.

IGAP's campaign to diminish rural girls' vulnerabilities to being trafficked, utilizes local coordinators who identify girls at risk. Rural girls' often drop out of school after the first year of secondary school for economic and cultural reasons. Families sometimes keep girls at home to help with housework and because they fear their honor will be compromised. Through meetings at community centers and churches and by visiting individual homes, local coordinators earn the trust of girls to teach them about the dangers of trafficking.

"At first contact, they [young girls] seem to be uncertain because they consider trafficking to be a social phenomena that is still too taboo to talk about. That is why our approach is very delicate and tactful, so that the girls can feel confident to talk with us. I can say that in general, after the first contact, they [the girls] participate with pleasure in the project activities and are open to talking with us," Edmira Muco, local coordinator for the Lushnje district.

IGAP's awareness raising efforts have struck a cord with rural girls such as Marjana. "I did not feel that I was at risk before because I was thinking that these girls [trafficking victims] were leaving Albania for pleasure and by their own will and they were getting lots of money. Now I know what a trafficking victim is and I am told that we should be very careful and responsible when taking a step in life," said Marjana.

- December 2005

PREVENTION SERVICES

Chapter II
PREVENTION SERVICES

What are prevention services?

Prevention services assist children and adults who may be at risk of human trafficking to improve their skills and life conditions in order to reduce their vulnerability to traffickers' ploys. Awareness raising about human trafficking often accompanies these services. However, these services are understood to be distinct from general public awareness raising because they emphasize building personal skills and creating opportunities that enable vulnerable people to improve their life conditions.

> *The most effective prevention can be accomplished by attracting vulnerable beneficiaries to counseling, training and education activities out of their desire to improve their lives, rather than because they understand themselves to be at risk of trafficking.*

The most effective prevention can be accomplished by attracting vulnerable beneficiaries to counseling, training and education activities because of their desire to improve their lives., rather than because they understand themselves to be at risk of trafficking. While prevention of human trafficking is the defining purpose for the services described in this chapter, not all people who receive prevention services will inevitably, otherwise, fall prey to human trafficking. But their vulnerability to this possibility would be far greater without these services. Care should be taken to avoid stigmatizing or unduly categorizing program participants as inherently likely to become trafficked.

Some key human trafficking prevention strategies include:

- building academic and vocational skills to increase the economic capacity of vulnerable youth and adults,

- mentoring and positive role modeling for vulnerable youth,

- enhancing beneficiaries' social skills to enable the development of strong self-images that lead to constructive life decisions,

- promoting good parenting skills to strengthen the family as the first defense against trafficking,

- enabling beneficiaries to access employment or small business opportunities, and

- supporting beneficiaries to secure their basic legal rights such as birth registration, civil registration, school enrollment, and access to public services.

Prevention services tools

Prevention services are most effective when they are tailored to the specific needs of the individual beneficiary. No single approach works for everyone. Among adolescents and younger children, a comprehensive psychosocial approach emphasizing personal skills development, task-oriented training, and regular school attendance, can reduce the risk of the child being trafficked. Life skills and psychological counseling combined with remedial education, professional skills development and

employment equips adolescents and adults at significant risk to make safe and informed choices, increasing their potential to secure their futures in their communities of origin. Sensitivity to, and inclusion of, the cultural values of the beneficiary's community enhances effectiveness.

Most recipients of prevention assistance need a combination of services. These may include:

• remedial education
• vocational training
• awareness raising
• employment placement
• small business support, and
• legal support for procedures such as birth registration.

Service providers use various combinations of prevention services and tools to assist women and children they identify as vulnerable to becoming trafficked. Some of the most successful of these efforts are identified and described in this chapter. These tools are not unique to CAAHT – many of them were developed and implemented successfully by other organizations previously (and simultaneously) and may be equally useful for other types of beneficiaries. Similarly, they can provide effective assistance to other types of vulnerable people, even if they are not likely to be at risk of becoming trafficked.

Effective services seldom can be achieved by one organization alone. A combination of actors needs to support each other in order to achieve successful implementation of the activities. These usually include the organization staff, local community leaders, beneficiaries' family members, and local government representatives.

What key factors contribute to effective prevention services?

A thorough assessment of the beneficiary's personal abilities and the life situation should be made in order to design a comprehensive plan for their assistance. The beneficiary should participate in this effort, so that a realistic self-assessment can be developed. In this way, the beneficiary is motivated to take ownership of the goals and objectives the organization and s/he have set for the services to be provided. Set incremental and realistic goals that are clearly linked to the potential outcome of the activities in which the beneficiary will participate. For example, don't promise job placement just because a beneficiary attends vocational training.

Help beneficiaries identify achievements along the way and help them adjust their expectations and objectives in light of their achievements. The key is to maximize the autonomy of beneficiaries so that, in a reasonable period of time (which can vary from weeks to years, depending on the specific case), they have the skills and confidence to pursue their life plans without continued intervention from service providers.

NPO partners strive to avoid providing duplicative services to those of the government. Through Memorandums of Understanding (MOUs) with specific government offices NPO partners are able to ensure access to services for their beneficiaries. This mutual cooperation helps to maximize use of limited financial and human resources, by matching the roles and responsibilities of government offices with the skills and expertise of civil society. It also increases the interface of the beneficiary with a variety of supporting actors, which can help discourage dependency on one person or agency. Whenever possible, the beneficiary should be involved in applying for and securing the government services offered. This contributes to the development of the beneficiary's life skills as they learn how to access support and services on their own behalf.

Defining success and measuring impact

The success of prevention services is reflected directly in the improvements achieved in the life situation of the beneficiary. Beneficiary satisfaction with the services is one important factor to capture in assessing the impact of these services. However, beneficiary satisfaction alone is insufficient, particularly since many beneficiaries will be grateful for virtually any support they receive and may fear loosing their access to assistance if they are critical of the people and entities assisting them.

The success of prevention services is reflected directly in the improvements achieved in the life situation of the beneficiary.

The key indicator of successful prevention services is the extent to which the beneficiary is able to pursue her or his life goals. For example:

- children and youth who stay in school and pursue more extensive education, and are able to live safely in their families of origin;
- vocational training for beneficiaries that enables them to   secure employment or open their own businesses for the duration of at least one year; or
- children and women who are able to return to their families without fear of physical or psychological abuse or exploitation.

The most important success of prevention services is measured by the extent to which the assistance enabled the recipients to improve their ability to meet their individual life goals and aspirations, while minimizing their risk of becoming trafficked or otherwise exploited.

Prevention Services Tools

I. Supplementary education activities to support school attendance

Description

> *Sufficient proficiency in literacy and numeracy is essential for people to function in Albania's modern society.*
>
> *Therefore, school attendance or remedial education is a fundamental element of prevention work for children and adolescents.*

Albania has a strong tradition of education. Yet, in the early years of the country's transition, limited budgets led to the deterioration of educational services, and which are now being brought up to modern day standards. While almost all children attended pre-school during the Communist years, now only 44% do, and in rural areas, just 13%. Primary and secondary schools are being rebuilt, but teaching methods are not child centered, and materials are outdated. As a result, growing numbers of students are dropping out.[1]

Participation in basic education is a fundamental human right, and the law of the land in Albania.[2] Sufficient proficiency in literacy and numeracy is essential for people to function in Albania's modern society. It is a core prerequisite to virtually all employment, and significantly increases a person's ability to acquire and understand information with which to make life choices.

Lack of education is not demonstrably a driving factor in creating vulnerability to human trafficking. Analysis of over 100 cases of women and girl victims of trafficking, assisted in 2007 and 2008, reveals that over 60% of them had completed at least a secondary education (e.g. grade eight, age 13). However, insufficient education restricts a person's ability to pursue training that will enable him or her to become self-sufficient. Limited education also substantially interferes with his or her ability to make use of other prevention services.

Therefore, school attendance or remedial education is fundamental to prevention services for children and adolescents. Since public education is broadly available in Albania, this section focuses on activities that support regular schooling, and provide alternative education for those unable to be integrated in the formal education system. Accelerated learning and remedial education programs enable those who abandoned or never attended school to reenter the formal school system and attend a public or private school. When formal schooling is not possible due to an individual's age or other mitigating conditions, alternatives for completing his/her education can be secured and supported by other service providers, usually NPOs. In this way, assistance can be provided by the organization's professional staff, such as a teacher.

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[1] Source: UNICEF Albania website, www.unicef.org/albania/overview.html
[2] Until the beginning of the 2008-09 academic year, general education in Albania was divided into three levels: primary – grades 1 to 6 (ages 6 to 11), secondary – grades 7 to 8 (ages 12 to 13), and high secondary education, which includes general, professional and non-professional high schools of 3, 4 and 5 years respectively. By law, all children were required to be enrolled in school at age 6 and continue schooling until age 14. As of September 2008, children are now required to attend 9 years of schooling, through age 16.

Objectives	To enable the beneficiary to pursue her or his education goals, at minimum completing the required nine years of schooling.
Outcome or Impact	Sufficient level of proficiency in literacy and education to enable the beneficiary to make constructive life choices and secure a reasonable standard of living, according to local community standards.
	Increased percentage of students completing high secondary education.
Implementation	A number of community service organizations provide remedial education for vulnerable children and adults. They find that educational services reduce beneficiaries' vulnerability, especially as they bring children off the streets and back to school, or enable illiterate adults to acquire basic literacy in reading, writing and mathematics.

The organization staff develops the intervention process based on the needs of the specific beneficiary(ies). The intervention plan for provision of remedial education activities is usually conducted by the trainer as is the needs assessment. Through the assessment and design of the intervention plan, the trainer becomes better acquainted with the community and the specific beneficiaries with whom they will work.

The organization staff develops the intervention process based on the needs of the specific beneficiary.

These services are most effective when offered to communities where the organization is known and trusted by key leaders and citizens, who can assist in identifying vulnerable children and families. Identifying potential beneficiaries includes meeting with commune leaders, school directors, teachers and school psychologists in order to learn from them which children in the community have abandoned school or have poor school attendance.

Home visits enable the organization's staff to assess and observe the household environment from the point of view of these children and their families or guardians. The staff member tries to identify what s/he sees as the direct factor(s) that cause children to avoid or abandon school. Based on all the background information collected, the organization staff determine if they can provide meaningful assistance to the child. When they can, the services are proposed to the child and their family or guardian who must accept the course outlined by the organization. Routinely, the child takes a series of tests to assess his/her educational level and modules for the course are designed.

An individual plan is created based on the objectives and specific activities proposed for each child. The plan then serves to track the child's accomplishments. It is monitored every two months by the project staff.

The organization staff function as a team to implement a combination of individual and group education, social and recreational activities. Special attention needs to be given to creating a secure environment for the child both at the organization facility as well as while attending other activities. Psychological and emotional support for these minors is often also necessary to help them resolve traumas from physical and

emotional abuse they have incurred within their families or from others who may have exploited and abused them.

It is important for the organization staff to maintain regular and frequent contact with the child's public school teachers in order to complement learning objectives and to monitor jointly the child's well-being.

Organization staff members are an important source of education and counseling for the child's parents and other family members.

Ongoing contact with the child's family is fundamental. If it is unsafe for the child to live in the home, temporary housing and guardianship may need to be secured in the best interest of the child. This procedure is regulated in Albania through the courts, and should be conducted in full compliance with the law, as well as with, at least the knowledge if not the consent of, the parent(s). All effort should be made to maintain or restore a safe and happy relationship between the child and her/his family.

Organization staff members are an important source of education and counseling for the child's parents and other family members. The goals are to increase the family sense of responsibility for the child and to improve the entire family dynamics. This is monitored and supported through regular visits by the staff with the child's family.

This support for the family includes assisting them to resolve specific problems that interfere with their capacity to care for the child. To deter dependence of the child as an income source, families can be provided with information and advice about vocational training, job placement, access to social care services, and other local resources. Officials on the Technical Working Tables of the qarku Regional Committees in the Fight Against Trafficking can be important resources and advocates to enable access to these public services.

Cost considerations, timing & complexity

Community service organizations generally provide remedial education as part of their broader program activities. This decreases the core program costs since the services are provided by existing staff and in existing facilities. However, basic education materials and refreshments create some on-going expenses. It is essential to provide these services over an extended period of time. These services may include summer activities designed to prepare children to attend school in the upcoming academic year or may also support activities throughout the academic year. The frequency of these activities is based on the specific needs of beneficiaries and on the way each organization decides and plans to conduct them.

Complementary activities

- Artistic, social and recreational activities for children, and on some occasions, their family members.
- Individual and family psychological counseling for situations of trauma or mental illness.
- Individual and family psychosocial counseling.
- Vocational training for adolescents (over age 15) and parents.
- Employment placement for parents, adult siblings and beneficiaries over age 15, upon completion of their education.

- Legal services, e.g. to ensure birth registration and legal guardianship.

Programmatic prerequisites

The background and skills of the staff need to include education, sociology and psychology, as well as experience in case assessment. The staff should have a clear understanding of the rights and responsibilities of the parent(s) or guardian(s) as well as those of the child. Formal MOUs should be secured with the schools through which the beneficiaries are identified. In some cases, the knowledge and cooperation of other government services including social services, labor offices and law enforcement may be appropriate. The privacy of the children and their families should be a prime consideration in all program stages.

Questions to ask before beginning this activity

What does the child hope to gain from being supported by the organization? What do the parents and school professionals believe the child can achieve?

- Which of our staff and volunteers are competent to a) conduct an assessment, b) develop individual plans for each beneficiary and family, c) provide the variety of remedial education needed, and d) monitor the progress of the child in achieving his/her individual plan?
- What resources and facilities do we need to provide quality assistance to the children within a reasonable distance from where they live?
- Which communities do we have sufficient relationships with to conduct this project?
- Who are the leaders and citizens we know and that we should consult in the targeted community?
- Who are the children who have abandoned school or seldom attend?
- Why have they abandoned school or seldom attended?
- If there are children in the community who have never had access to school, who are they?
- For all these children, do they live with their parents? Are there other adults in the household? If yes, what is their relationship to the child? If the child does not live with a parent, who is the guardian?
- Who is responsible for the child on a daily basis?
- What are their physical living conditions?
- What are the family conditions?
- How much education has the child completed? How well did she or he learn?
- What does the child hope to gain from being supported by the organization?
- What do the parents and school professionals believe the child can achieve?
- Why do we believe this child needs our organization's assistance?
- Why do we believe we can meet some or all of the expectations of the child and family?
- Does the child and his/her family understand and agree to what we are offering?
- What do the child and family agree to do to contribute to the success of the child's individual plan?
- How will we track and assess the child's development?

Lessons learned

- Close cooperation between the project organization and the community schools is essential to success.
- Consistent, dependable, and encouraging support for the child forms the foundation on which the child's achievements will be shaped.

For more information, please contact

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2. Group and individual counseling

Description

Psychosocial support through group and/or individual counseling is an important element of support for vulnerable people. Distress, depression, low self-esteem, and self-blame are common reactions to chronic social exclusion, economic distress, and traumatic experiences such as parental neglect or domestic violence. Vulnerability to trafficking can be decreased by improving the person's self-confidence, skills to identify and resist manipulation and coercion, and capacity to envision and pursue desired life choices. A clear distinction should be made between psychosocial support and psychological treatment, which belongs in the purview of qualified psychological medical professionals.

Objectives

To enable participants to enhance their ability to make decisions and solve problems, the lack of which might otherwise make them vulnerable to trafficking.

Outcome or Impact

Beneficiaries of counseling:

- learn more about how they are perceived by others,
- experience a sense of acceptance and belonging,
- discover they are not alone in the difficulties they are experiencing,
- hear ideas from others that enhance their ability to make decisions and solve problems,
- benefit from the experience of being helpful to others,
- learn to constructively express their feelings and ideas to others, and
- gain encouragement by observing the successes of others.

Implementation

> *Individual counseling often is an interim step to enable the beneficiary to participate in group counseling sessions*

Individual counseling is provided by one counselor to a specific beneficiary. The nature of that support varies widely, and is tailored to the specific needs of that person. Individual counseling often is an interim step to ultimately enable the beneficiary to participate in group counseling sessions. This may include mediation with her family members, especially in traditional families who are reluctant to allow girls and women to be outside the family home without a male or adult female family member accompanying her.

Group counseling involves a small group of beneficiaries (usually 6-10) who meet weekly, along with one or two trained members of the organization's counseling staff, to talk about their struggles and problems. Group discussions vary with some focusing on a specific topic or problem, while others address multiple concerns.

Participation in a group enables the beneficiary to interact freely with other group members, where they tend to recreate those difficulties that first brought them to counseling. Under the skilled direction of the group's facilitators, the group is able to give support, offer alternatives, or gently address e an individual's shortcomings. In this way, alternative behaviors are learned, and the individual develops new social skills or ways of relating to people.

The responsibility for confidentiality is shared among counselors and all group members. Every group member is required to agree to adhere to the rules of confidentiality. Group members make a personal pledge that nothing discussed in the group, including names of other group members, will be shared with anyone outside of the group. These rules are critical to the development of a safe, respectful, and trusting atmosphere that allows individuals to share openly their feelings.

Additional guidance and skills for both individual and group counseling are included in the attached guide titled "The Role of the Psychosocial Service Practitioner and Ethical Issues in the Work" in Annex III. A.

Cost considerations, timing & complexity

CAAHT grantees found that group and individual counseling are very cost effective ways to conduct prevention services -- since staff, location and materials are already assets of a grantee's organization. Another cost factor to be considered is the purchase of small refreshments and snacks to be offered during the group counseling, which will bring an element of warmth to the atmosphere

> *A "training of trainers" approach developing local community leadership capacities is an excellent investment of resources.*

Investment should be made in sufficient training and supervision of the counseling staff, including "in-service" training that emphasizes new techniques developed based on research conducted in the country by current social services.

A "training of trainers" approach developing local community leadership capacities is an excellent investment of resources. Local community leaders can be encouraged to maintain regular community counseling or discussion groups to which a variety of external experts can be invited as the opportunity arises. Such groups should be encouraged to continue convening after the close of the formal NPO project. The manual for Training of Trainers prepared by "Women in Development – Shkodra" provides practical steps with which to develop modules for training. It is included in the Toolkit Resources CD.

Complementary activities

Individual and group counseling can be an important support for beneficiaries who are trying to change or stabilize their life conditions through primary and continuing education, vocational training, employment, small business activities, marriage, and parenting.

Programmatic prerequisites

Trained staff and volunteer social workers and psychologists can provide excellent leadership for group and individual counseling. However, these practitioners should have a clear understanding of the difference

between their role and that of a psychiatrist who treats severe psychological disorders and mental illness.

Individual and group counseling is likely to elicit a wide spectrum of needs and aspirations among the participants. Trainers and community group leaders need to be familiar with the services available to the community, including health care, education, child care, legal advice and law enforcement interventions. They should be given specific training in how to conduct referrals, with the emphasis placed on supporting the beneficiary in securing the services through her or his own initiative. The effort should also be monitored to ensure fair access to support services.
.

Questions to ask before beginning this activity

Why is individual or group counseling needed for our project?

- Why is individual or group counseling needed for our project?
- Who among our project beneficiaries need this counseling? Why?
- Who on our staff or in the community has the skill and experience to lead these sessions?
- Do they need further training, and if yes, how will that be achieved?
- Who will identify the people to participate in this counseling?
- Can we identify and train community leaders to develop and maintain these groups?
- How will we ensure sufficient training, coaching and monitoring of their activities? Over what period of time?
- Do we need the support or approval of formal or informal community leaders before initiating these activities? If yes, who and how will we obtain this support?

Lessons learned

- Individual and group counseling can be very successfully led by trained staff and/or paraprofessionals.
- The success of group counseling depends substantially on the trust established in the group and the commitment of the beneficiaries to participate actively.
- Staff and paraprofessionals who lead groups can benefit from meeting regularly to share experiences and receive in-service continuing training.

For more information, please contact

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3. Vocational training

Description

While economic distress alone may not be the foremost cause of vulnerability to trafficking, increased employment options with skills that apply to the local employment market are fundamental to reducing vulnerability. Vocational training supplements formal education by providing the beneficiary practical skills in a trade or service with which he or she will have a greater likelihood of being able to find work in the formal economy of his or her community or in another country.

Objectives

Vocational training provides vulnerable youth and women marketable skills to increase their ability to secure safe and fairly remunerated employment.

Impact or Outcome

Vulnerable youth and women have increased skills and choices to secure their desired employment.

Implementation

The Ministry of Labor, Social Affairs and Equal Opportunity administers regional vocational training centers in many communities. Whenever possible, beneficiaries should be enrolled in these programs provided by the government.

The most useful vocational training is developed based on the local labor market. Before deciding what type(s) of vocational training to offer program beneficiairies, an assessment should be conducted to determine what type of skills are most likely to enable them to secure employment. Interview local employers to see which skills they seek in an employee. Ask if there are particular skills that are commonly missing from their current and prospective employees. . Building a relationship with the employers surveyed, and demonstrating that course work is designed to address their needs, can promote their interest in giving preference to those who complete your organization's vocational training.

The Ministry of Labor, Social Affairs and Equal Opportunity administers regional vocational training centers in many communities. Whenever possible, beneficiaries should be enrolled in these programs provided by the government.

If the type of skills needed are not provided by the government's Regional Center, the organization may then contract with a local vocational training center or conduct the training directly. The Murialdo Social Center in Fier exemplifies a well-developed education and vocational training center, whose graduates particularly are valued by local employers.

In several communities, women's service organizations provide basic tailoring courses for vulnerable women and girls, especially from rural communes. The participants are women and girls in the targeted community who are recommended for the course by the organization's advisors such as teachers, district doctors, school psychologists, social workers, etc.

The course usually consists of three months of theory and one-month practical training (preferably in a local business). The trainer, who is an experienced tailor herself, leads the course, monitors participants' progress, and evaluates each participant at the end of every month.

Based on their performance, the organization assists course participants to find placement with local enterprises. In some cases, the beneficiary may participate a practicum for a few weeks, with the understanding that the employer will then take her on as a full-time employee, after she has demonstrated that she is reliable and able to produce a satisfactory level of work.

Cost considerations, timing and complexity	Costs related with vocational trainings are considerable. When the training is secured through a Regional Vocational Training Center, these costs are borne by the State. Private vocational training centers may offer specialized training (for example, plumbing, electrical wiring, auto mechanics, etc.) with demonstrably high levels of job placement which warrants paying fees. Vocational training conducted by community organizations necessitates investment in facilities, equipment and supplies, in addition to the wages of the trainer(s). For this reason, before deciding to conduct vocational training directly, the organization needs to develop a long-term plan to provide such training to a large number of beneficiaries. Donors are more willing to consider purchasing of core equipment and facilities, when the organization demonstrates that it will maintain these facilities and services beyond the life of the initial donor agreement.
Complementary Activities	Counter-trafficking awareness raising can be particularly effective when linked with vocational training. The sessions can be conducted at the same venue as the vocational training. Beneficiaries report that they appreciate the opportunity to learn more about human trafficking and to acquire life skills that complement the employment skills they are gaining through the vocational training. Awareness raising discussions also build stronger relationships among those in the training, promoting supportive peer contact that can carry on into their future work or community environments. • Remedial education • Individual counseling • Group counseling • Employment placement • Small business startup assistance
Programmatic prerequisites	• Survey of the labor market to identify the employment potential for vocational training beneficiaries and to identify the types of training to be provided • Consult key community leaders to identify the names, number and type of beneficiaries needing vocational training • Determine the most cost effective way to providing the vocational training (e.g. government centers, private centers, or directly by the organization). • Ensure trainers and staff are prepared to guide and support vocational training beneficiaries to maximize their ability to secure and maintain employment upon completion of the vocational training course.

Questions to ask before beginning this activity	• Where is vocational training available in our community? • Who has access to it and why? • Who is excluded and why? • From those who are excluded, who will be our target group? • Can we combine groups (e.g. boys and girls, adolescent and adult females) or do they need separate classes? Why? • What are the particular capacities our organization has to ensure effective vocational training is made available to our beneficiaries? • What additional resources do we need? How will we secure them? • How can we incorporate counter-trafficking awareness raising and other life skills training with the vocational training we will provide?
Lessons Learned	• Coordinating with local government structures is a key factor to the success of this activity. It minimizes duplications of training already available through the state structures. • Coordination within the network of NPO's working in the same area will help to reduce the cost of the activities and increase efficient use of each organization's capacity and resources. • Anti-trafficking awareness raising is a good supplement to vocational training. Beneficiaries gain both job skills and knowledge that increases their self-confidence, ability to make constructive life decisions, and often motivates them to share their knowledge with their peers and family. • Identification and selection of vocational training participants is enhanced when pursued in consultation with local government and community leaders such as school directors, heads of communities, anti-trafficking police, employment offices, and local NGOs.
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4. Employment placement

Description

> *Employment placement is a key tool in helping vulnerable adolescents and adults stabilize and improve their lives.*

Employment placement is a key tool in helping vulnerable adolescents (age 16 and older) and adults stabilize and improve their lives. Job placement is inextricably linked to vocational training, but is also a service that may be an important part of the prevention package for those beneficiaries who already have sufficient marketable skills.

Organization staff support unemployed beneficiaries to identify their marketable skills, locate potential employers and job openings, and prepare for employment interviews. Job openings are frequently identified in cooperation with the local government employment office, which may agree to give priority to referring beneficiaries from the organization to local employers.

This tool helps ensure the sustainability of the impact of the other prevention services offered. It is a natural follow up on – and often conclusion to - the constellation of prevention services previously offered to the beneficiary.

Objectives

The beneficiary – now employee – is gainfully employed and has increased economic security.

Outcome or impact

Beneficiaries are more confident in their future and the potential risk of being trafficked is reduced.

Implementation

> *The successful employment of the beneficiary is enhanced when the organization staff maintains contact with a beneficiary and employer for the initial period of employment.*

Employment placement matches the needs of the labor market with the skills and hopes of the beneficiary. The service provider needs a good knowledge of the capacity and availability of the beneficiary for employment, as well as her/his level of commitment and motivation to secure and maintain employment.

At the same time, the service provider needs to have a practical understanding of the local labor market, and know where specific job openings are on an on-going basis.

The challenge is to match the skills and expectations of the beneficiary with the reality of the local labor market.

The successful employment of the beneficiary is enhanced when the organization staff maintains contact with the beneficiary and employer for an initial period of employment. They are positioned well to identify potential tensions or misunderstanding between employee and employer before they escalate into a problem that might cause the employee's dismissal, and counsel the employee to modify her/his behavior or talk with the employer to resolve the problem. Such monitoring also helps ensure that the beneficiary receives fair treatment from the employer.

Cost considerations, timing & complexity	There is not a considerable cost linked with the provision of this activity. Most service provider staff members are able to include this with their other job responsibilities. Close coordination with the local government labor office substantially contributes to these efforts. It is also important that the beneficiary seeking employment be primarily responsible for pursing and securing her/his job. This is fundamental to increasing the life skills of the person, and has the secondary benefit of helping to reduce demand on staff time.
Complementary activities	• Vocational training • Remedial education • Individual and group counseling • Anti-trafficking awareness raising
Programmatic prerequisites	• Survey of the labor market to identify the employment potential for beneficiaries. • Capacity to assess the skill level of the beneficiary to support her/him in seeking appropriate employment and to support her/his successful placement. • Previous prevention services relationship with the beneficiary through counseling, vocational training, etc. • Strong network with local government and business community.
Questions to ask before beginning this activity	• What job openings are available that the organization's beneficiaries qualify for? • If they don't qualify, are there programs in the community that can increase their capacity to qualify? If yes, how can they get access to them? • What is the role and responsibility of the beneficiary in seeking and securing her/his employment? • What is the role of the service provider? • Will the assistance from the provider enhance the autonomy of the beneficiary?
Lessons learned	• Collaboration with the business community is the key to successful job placement for vocational training recipients. • A labor market assessment of the local community enables better targeting of vocational training courses and skills that will enable participants to secure employment after the end of the course. • Close cooperation with the employment office increases the likelihood of obtaining employment for lesser-skilled beneficiaries, since these offices are able to give preference to particular candidates such as vulnerable citizens.
For more information, please contact	In Protection of Urban and Rural Women's Rights in Berat: artadyrmishi@yahoo.com Women with a Development Focus Kucova: elsarafaeli@yahoo.com Women in Development, Shkodra: widanila@albnet.net Murialdo Social Center, Fier: qsm@murialdo.org

SUCCESS STORY
Prevention Services Support Vulnerable Minors

Shelter provides vulnerable youth a place to learn new skills for healthy lives

Photo by: CAAHT

At an awareness-raising session, high school students in Elbasan discuss how to help protect themselves and their friends from being trafficked.

ELBASANI-- Bathed in warm sunlight, the children's rooms at Another Vision (Tjeter Vizion) offer a sharp contrast to the harsh lives these youths have recently fled. Clean and bright, each room contains two or three wooden beds covered in colorful blankets. Pastel colored walls decorated with children's drawings make the rooms inviting – an environment where shaken young lives can began to heal.

"There are various reasons children get trafficked. Sometimes the family is involved," said Teit Tabaku, Project Manager for Families and Youth at Another Vision. "Sometimes someone offers to take the child to Greece to work and send money back to the family. Adolescent girls runaway from home and fall prey."

At-risk and trafficked minors are referred to the Another Vision center by anti-trafficking police and *Terre des hommes,* an international organization that works on behalf of underprivileged children. Children, ages six to 13, live at a residential center, while those 14 and above live in what staff refer to as "Apartments of High Autonomy" which seek to enable adolescents to become self-reliant.

When a child is referred to Another Vision, he or she is monitored for two months and an individual plan for his or her development is created. "When a child first arrives he or she is disoriented because they have been handled by both border police and anti-trafficking police. They cry, they are afraid, they don't know what is expected of them," said Tabaku. "In the first moments, they are observing us and so we remain passive. We then put them in an environment where there are children and provide them with services. It doesn't take more than 2 or 3 days for them to come around – a child is like a piece of elastic." Under the USAID CAAHT project, Another Vision supports 39 minors; boys and girls ranging in age from 6 to 19 years old. Of these, some were at high risk of being trafficked due to extreme poverty and dysfunctional families, while others had already been trafficked. Along with psychosocial interventions, education is a high priority at the center and most residents are enrolled in the local school. Because the center makes every attempt to have children maintain contact with their families, staff members also work with parents and guardians to teach them how to nurture their children. In fact when possible the children are sent home for weekends, unless family dynamics have not sufficiently improved with the center's intervention. The goal of the organization is to reunite their beneficiaries with their families whenever possible.

SUCCESS STORY

The staff at Another Vision takes care to get to know these families well, which enables them whether to having the child return home might compromise his or her safety.

Another Vision's "Apartments of High Autonomy" are a short ride from the center's main grounds where the younger children live. The apartment building is a basic cement block. The apartment shared by four girls has dark paneling but is clean and contains two bedrooms, a kitchen and bathroom. Two well-worn couches nearly fill the communal room. Zhaneta, 15, and her 17-year old sister Mirela, have been with Another Vision for nine years. This year, Yolanda will be in eighth grade and is reading Euripides to prepare for the new school year. Brigitte is in the third year of high school and spent the past summer taking cooking, tailoring and English language classes offered by the center to provide youth with vocational skills.

Unlike Zhaneta and Mirela who are friendly and forthcoming, 15-year old Edona sits slightly hunched forward and gazes at the floor. Presently, working as a tailor in a factory, Edona is completing eighth grade through a correspondence course. She came to the center a year and a half ago.

"She was a difficult case. She was trafficked to Greece at age 12 and when she came to us she used bad language, was provocative with men," said Skerdi Ogreni, Another Vision's Coordinator of Residential Centers. "But she is doing well now. We are working with another NGO in her hometown of Berat, which is making efforts to find her a job and assessing her family to make sure it is safe for her to return," added Ogreni.

Dark-haired 20-year-old Enea, has been with the center for eight years. After her mother's death, she went to live with an aunt who forced her to work. Enea has finished high school and is preparing to take her university entrance exams. She wants to be a biochemist and spent her summer working as a tailor in a nearby factory.

"They are good students. They average B+ and A-. I'm really proud of them. They've even learned to budget their finances. I've worked with these girls for years and I can truly say they are successful cases," said Ogreni, beaming as if speaking of his own daughters.

- December 2006

SUCCESS STORY

CAAHT Grantee Helps Youth Gain Skills for Employment

A carpenter in training: a young beneficiary of the Murialdo Center and CAAHT.

Photo by: CAAHT

On his way home from school, Renato Pelo learned to love carpentry while watching his cousin work in his own shop. But after the first year of high school, the pressures of helping his parents in the fields led him to drop out of school.

Like many of his contemporaries who leave school, Pelo's life seemed destined for limited prospects; he would have likely migrated abroad for work and possibly fallen prey to traffickers.

Now thanks to the Murialdo Social Center (MSC), a non-profit organization which provides vocational training and other services to at-risk children, youth and formerly trafficked victims, 16-year-old Pelo has new ambitions and opportunities.

"I want to start my own carpentry business," he says, adding that "I made a good decision when I came to Murialdo, otherwise I would have been another street child."

The MSC is a grantee of the Albanian Initiative: Coordinated Action Against Human Trafficking (CAAHT), a project which supports the Center's vocational courses, including training in carpentry, electrical work, auto mechanics and tailoring. CAAHT is funded by the U.S. Agency for International Development and implemented by Creative Associates International, Inc.

Another beneficiary of Murialdo echo's Pelo's enthusiasm for the impact the Center has had in his life.

"If I hadn't heard of Murialdo, I would be doing random jobs, or simply migrating [undocumented] to Greece with no clear ideas on what to do or what my future would be," says 19-year old Ervis Hoxha, a beneficiary of the MSC's services since he was 14, and now a master carpenter thanks to its vocational training.

Located in the city of Fier, near the Adriatic coastline, the MSC provides an integrated response to the needs of youth through services such as education, counseling, vocational training, job placement, and recreation activities.

Many youth flee to Greece and beyond from Fier in search of work, so the MSC's services are critical to enabling youth at risk to being trafficked and exploited to protect themselves. "One of the main objectives of Murialdo is prevention of human trafficking through provision of vocational training, awareness raising, and education," said Carmelo Prestipino, project coordinator for the MSC's USAID/CAAHT-funded project. "This is a complex and delicate process that requires continuity. Our aim is not only to provide youngsters with professional skills, but also to help them build self-esteem and confidence.

Since he began frequenting the MSC, Hoxha has gained much more than skills in carpentry. "Most of the program was based on carpentry, but I also studied mathematics, Italian, and technical drawing," he said. He added that being surrounded by the MSC staff and their "good manners" made him "learn more and seek to behave the same way. I learned and gained a lot of cultural background there."

"Ervis Hoxha was the first student from Murialdo who approached me. I could see that he had developed very good professional skills and I praise the work that Murialdo has done with him," said Artan Papaj, Hoxha's boss and owner of the Fier carpentry shop. "Ervis' professionalism served as the motive to cooperate with Murialdo and now I have five boys from Murialdo who are working with me."

"Murialdo is helping create an army of professionals who are quite able to compete in the market," said business owner Papaj.

- March 2008

SUCCESS STORY

Legal Services and Prevention Strategies for At-Risk Youth

Birth registration is key in the fight to protect youth from traffickers

Police officers learn new skills for interviewing children…

TIRANA – What is the fate of a child who has not been legally registered at birth and effectively has no name in the eyes of the state? If they fall into the hands of traffickers, authorities have much less, if any chance, of finding them.

Such is the reality for scores of Albanian children whose families cannot pay the court fees of about $20 to register a child later, if the child isn't registered, like so many, at birth. But the Legal Clinic for Minors (LCM) is working to change that. "No action can be taken on behalf of a child without [legal] documents," said Holta Kotherja, LCM Director. "A child without a name can't be traced if he or she is trafficked.

"If a child is not registered legally within 45 days of birth, then a court procedure is necessary to register him or her," Kotherja says. "After that, parents must pay a $20 fee to register a child, but for poor families, this becomes a burden. LCM covers families' legal fees and fine." In addition to providing minors with legal birth registration records, LCM supplies a lawyer and psychologist to minors who have been deported from a third country and must undergo police interrogations.

LCM has both male and female psychologists on staff to assist trafficking victims during police and court proceedings. "With one case, when I arrived, seven policemen were questioning the child. So, I had all the policemen go out, except for the one responsible for the case," said Klodi Gega, one of LCM's staff psychologists. "The child was intimidated. So, I introduced myself to this child, explained why I've come, explained why he is at the police station, explained what's going to happen and told him his rights."

As a psychologist, Gega says he has two primary roles during police interrogation of minors. He must facilitate the communication between the police and child, and also provide emotional support to the child. With CAAHT's support, the Clinic has also trained 235 police from 10 of the country's regions in appropriate methods of interrogation, minors' legal rights and psychological needs. According to Gega, many of the children LCM treats are abused emotionally and physically;

some are put to work by their parents and many come from the Roma community. Minors supported by LCM's psychologists usually are followed for a year or a year and a half. As of September 2006, the Clinic supported 538 clients and had opened two other regional offices.

- March 2007

SUCCESS STORY

Supporting Anti-trafficking Prevention throughout Albania

North to south, changing lives for the better

Preschoolers in Puka receive smocks made for them by vocational training course participants sponsored by USAID's anti-trafficking project.

Photo by: CAAHT

From the remote northern Albanian town of Puka to the cultural heartland of southern Albania, Gjirokastra, USAID's anti-trafficking project, CAAHT, has cast a wide net in its quest to prevent girls and young women from falling prey to traffickers and their deceitful tactics.

The project has galvanized the efforts of local NGOs to raise awareness and provide life-changing opportunities to those at risk of being trafficked. Through the support of CAAHT, local NGOs are taking practical steps to combat trafficking in their towns and villages. Through awareness raising campaigns and alliances among health, education, and various governmental levels, the threats of human trafficking in Albanian society are now more fully understood.

Puka and Gjirokastra are just two of nearly two dozen communities that have received assistance through the project, but its impact has been recognized nationally.

With a population of nearly 14,000, the district of Puka and its surrounding villages are reachable only through winding and narrow mountain roads. Many families survive on farming small plots of land; job and education opportunities for its youth are limited. Isolated, Puka's girls and young women have little access to information about the risks of trafficking.

By most accounts, traffickers, use similar tactics to prey on girls and young women who tend to be marginalized, unemployed, have limited educations and trouble at home. Many are enticed into going to another town in Albania or abroad with a young man who promises to marry them or get them a job. These girls and women discover belatedly that they have been lured into lives as prostitutes.

Thanks to the efforts of CAAHT grantee partners, Albanians living in Puka are becoming increasingly familiarized with the threats of human trafficking.

Bardha and Marion live with their parents and three other sisters 20-minutes from the village center off Puka's main road. The family home is reached through a rocky path. A small courtyard near the family's watering well is furnished with two benches. Standing under a canopy of grapevines full of lush purple grapes is the girls' mother, Dila, who on this day wears a traditional black headscarf, dress and apron.

SUCCESS STORY

The scene is reminiscent of another era but one that is ever-present in Albania--a place caught between tradition and the pulls of modernity. Her daughters wear T-shirts and jeans.

"Marion had dropped out," Dila said. "We had some problems in the neighborhood and decided not to send her to school. I was worried because she is very pretty. Bukurie [Imeri] came and talked to us. We agreed to send her back to school and to send Bardha to Bukurie's center to take [tailoring] classes. Until Bukurie came, my husband and I did not believe these things were possible."

With CAAHT's assistance, *In Help of Northern Women of Puka* has provided 41 young women with vocational courses in basic computer literacy and tailoring. Eight beneficiaries from these vocational classes now work in a factory including four who moved to Tirana to work in a fabric factory and two who provide tailoring services at home. The program has also sponsored three television debates and a play on the risks of trafficking.

"All of this was accomplished with the project's help" Imeri said. "Members of the community have approached me and said the televised debates were a good thing because they have daughters and this information is important."

CAAHT's coordination efforts in Gjirokastra have also led to the GCC's signing an agreement with the education department permitting them to conduct awareness raising sessions in schools. An agreement with the employment office has helped the center find jobs for young women trained in its vocational classes.

Olga, 23, is a success story of prevention efforts. She attended GCC's embroidering course and now makes tablecloths, curtains and sheets that are sold in Greece. Olga left school after the 8th grade, because family could not pay for her high school education. When Idrizi, GCC's director, found Olga at her family home, she was unemployed and with no prospects for the future and vulnerable to be coaxed abroad by traffickers.

"If this opportunity had not come along, I would have thought of going somewhere else to look for a job. I thought of going to Greece," Olga said, seated at a sewing machine and making a tablecloth in GCC's classroom for training tailoring and embroidering skills.

- November 2006

Chapter III
COORDINATION

What is coordination?

Coordination mobilizes the national and local "anti-trafficking community," to utilize its resources and knowledge toward a common goal. Coordination promotes: sharing of information and techniques; clarification of roles and responsibilities among government actors, and between government and civil society; and more effective use of human, financial and institutional resources throughout the country. Unlike networking, coordination is decision-driven, creates programs and assists individuals. In other words, it is first and foremost for operational purposes, although awareness raising may be an auxiliary outcome.

Even more than a mechanism, coordination is a philosophy and an approach that has been appropriated enthusiastically by Albanian anti-trafficking actors. This philosophy is grounded in the belief that Albania has a substantial variety of willing and able government officials, NPO staff members, and community leaders who sincerely want to combat trafficking of the children and women in their country, and help support and reintegrate those who have become its victims.

The Government of Albania's Office of the National Coordinator on Combating Trafficking in Human Beings (ONAC), directed by a Deputy Minister of the Interior, exercises extensive coordination leadership among the central Ministries of the Government, with local government, and in cooperation with civil society organizations. In particular, the ONAC promotes and supports anti-trafficking efforts from both the perspective of law enforcement and human services, enabling communication and cooperation between law enforcement bodies and social/education authorities across the country. This work is conducted in the framework of the "Albanian National Strategy on Combating Trafficking in Persons 2008-2010". This Strategy, in itself, is a coordination document that apportions the distinct but interdependent functions of various anti-trafficking actors in the country to achieve a comprehensive set of services and programs to investigate and prosecute traffickers, assist and reintegrate their victims, increase prevention of these crimes, and track the changing nature of the phenomenon.

From 2005 to 2009, the CAAHT program supplemented the work of the ONAC by facilitating contact and cooperation between various anti-trafficking actors within specific communities as well as between regions of the country through events such as the CAAHT Regional Cluster Groups, Annual Conferences and technical workshops. CAAHT grants also gave priority to projects that utilize coordination approaches, thus encouraging partnerships not only among NGOs, but also between NGOs and local government offices. Several of the recipient NPOs initiated the creation of local community coordination groups.

Coordination tools

Coordination occurs through a variety of formal and informal mechanisms, described in this chapter as "tools". The National Anti-trafficking Strategy and the Administrative Order helped to establish the Regional Committees in the Fight Against Human trafficking, as well as administrative procedures of several Ministries[1], providing a national anti-trafficking framework that incorporates prevention, protection and prosecution. These "tools" designate roles for government offices in partnership with civil society for public awareness raising, prevention services to vulnerable populations, reintegration assistance for victims of trafficking, and investigation and prosecution of trafficking crimes.

The Office of the National Anti-trafficking Coordinator, part of the Ministry of the Interior, is responsible for promoting and supporting coordination of these efforts among all the governmental actors. In addition to the Office of the National Anti-trafficking Coordinator, the Government of Albania has created *qarku*-level Regional Committees in the Fight Against Human Trafficking (RCAT), under the auspices of the *qarku* Prefect. These Committees are responsible for ensuring that comprehensive anti-trafficking efforts are conducted in each region as well as coordinating reporting on human trafficking to the central government.

In some municipalities, local networks of government and NPO service providers coordinate interventions to assist specific vulnerable individuals and families, as well as supporting reintegration of victims of trafficking. These networks also support awareness raising programs and advocacy to increase institutional support for anti-trafficking efforts in the community.

There are several anti-trafficking coalitions in Albania. The *National Coalition of Anti-trafficking Shelters* was established in 2007, with the support of the CAAHT program. It comprises the main government and NPO shelters in the country that offer short or long-term assistance and reintegration services for victims of trafficking. The main purpose of the Coalition is to coordinate services for the protection, assistance, support, rehabilitation and reintegration of victims of human trafficking. (This coalition is described in more detail in section 2. of this chapter.) In 2001, the *All Together Against Child Trafficking* (BKTF) coalition was created to bring together NPOs around Albania that provide protection and advocacy services for vulnerable children.[2] Other women's and children's coalitions also include counter-trafficking among their services.

National conferences on trafficking of children and adults are convened by a variety of actors including intergovernmental organizations (e.g.

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[1] The Government of Albania ministries with specific responsibilities in anti-trafficking include the Ministry of the Interior (MoI) Ministry of Labor, Social Affaires and Equal Opportunity (MoLSAEO), Ministry of Education and Science (MES), Ministry of Health (MoH), and Ministry of Foreign Affairs (MFA).

[2] For more information about the BKTF coalition, please visit the organization web site www.bktf-coalition.org

IOM, Unicef and OSCE), the Government of Albania, international NPOs (e.g. Terre des Hommes and Save the Children), national NPOs (e.g. the Gender Alliance for Development and the Children's Rights Center for Albania), and from 2005 to 2009, the CAAHT program. Such events provide opportunities to strengthen links between similar programs and offices throughout the country, enhancing the consistency of awareness raising messages, program methodologies, staff skills, and analysis of trends in human trafficking.

The CAAHT program also convened governmental and civil society stakeholders in multi-*qarqe* Regional Cluster Groups. These fora brought together local and regional government authorities and civil society leaders to learn about government strategies, meet potential partners in nearby communities, and compare trends in human trafficking across similar areas of the country.

Perhaps most importantly, coordination links established through all of these fora create ongoing relationships of cooperation among government officials, NPO staff and community leaders as they secure services to victims of trafficking and other vulnerable people, and implement anti-trafficking projects in their communities.

What key factors contribute to coordination?

Successful coordination relies on the dynamic interplay of research-based strategies, human and financial resources, and active networks. The following factors are essential for productive coordination of counter-trafficking efforts:

- National and local counter-trafficking strategies developed based on successful methodologies and credible data about the nature of human trafficking in the country, region or community targeted.
- Clear assignment of roles and responsibilities for all anti-trafficking actors.
- All actors are familiar with these strategies and understand their responsibilities.
- Sufficient human and financial resources are allocated to achieve the responsibilities assigned.
- Retention of qualified government personnel and NPO staff in positions responsible for anti-trafficking coordination to enable strong relationships of cooperation to be established over time.
- Forums of coordination (e.g. Regional Committees, networks and conferences) are convened regularly.
- Forums of coordination are conducted using collaborative methodology.
- Updated information such as analyses of changing trends in human trafficking, changes in legislation or administrative procedures, new training or education resources, and new institutional partners is disseminated to all actors in a timely and systematic fashion.

Supervisors support their staff to establish and nurture informal relationships of cooperation with counter-parts in other government offices and NPOs.

Defining success and measuring impact

Coordination occurs in both formal and informal ways. For example, Regional Committees are expected to consolidate information from the government offices represented on the Committee in their reports to the ONAC. This is a formal coordination function. Similarly, Technical Working Tables provide formal case management coordination to ensure that specific vulnerable children receive the combination of services and support necessary to resolve their vulnerability. In Albania, these formal mechanisms are fledgling. More often cooperation for implementing programs and assisting vulnerable people occurs through informal relationships of coordination between government and civil society actors who trust and support one another. The results of each of these efforts need to be determined in relationship to the specific type of coordination being pursued.

The most important purpose for anti-trafficking coordination is to improve assistance to vulnerable children and women as well as victims of trafficking, as the following story demonstrates (the names of the beneficiaries have been changed to protect their privacy).

> *Juliana and Shpresa, two sisters 14 and 12 years old come from a family with serious economic and social problems. They live with their mother, who is remarried. Both were identified by social services as children at risk of trafficking. They entered an NPO residential program, where they stayed for three years, while maintaining contact with their family. In the spring of 2009, their mother insisted they return home. The younger girl was forced to collect recycled material at garbage cans. The step-father "rented out" the older girl to male clients for prostitution. The NPO's social worker sought out the girls to assess the situation. They asked for the help of the NPO staff to escape from their mother and stepfather. Realizing the danger they were in, the NPO welcomed them back at the residential center. The staff contacted the Child Protection Office in the municipality, the anti-trafficking sector at the regional Directorate of Police, the Office of Regional Social Services, and the prosecutor's office. The stepfather was prosecuted for sexual exploitation. For their protection and through the coordination of the National Shelter Coalition, the girls are now accommodated in another residential center where they are pursuing their education and receiving psychosocial support.*

Law enforcement personnel have expressed particular appreciation for opportunities to refer vulnerable people and victims to social service providers, as well as receiving reports of likely crimes being committed, as in the previous story.

> *This cooperation was not achieved just at a blow of the whistle. There have been attitudes like "It's not my business!" "I am not related to trafficking" or "I am busy with other tasks!: The committees overcame this mentality. In the beginning it was like a dream, but later I recognized with pleasure that it was done - all were committed.*
> *- Former Chief of Anti-trafficking, Regional Directorate of Police*

Coordination Tools

1. Regional Committees in the Fight Against Human Trafficking

Description[3]

On16 June 2006, the Prime Minister signed Administrative Order No. 139 establishing *Regional Committees in the Fight Against Trafficking*. The core design for these Committees emerged from the advice of the CAAHT Regional Cluster Group discussions held during 2005 and 2006.

Regional Committees have been established in each of the 12 *qarqe* of the country. These committees are headed by the Prefect of the *Qarku*. The National Anti-trafficking Strategy 2008-2010 advises that they should include representatives from the: State Social Services, the Regional Employment Office, the Regional Police Directorate (including the Anti-Trafficking Police), the Regional Director of the State Informative Service, the Regional Education Directorate, the Regional Public Health Directorate, the Social Assistance and Protection Offices (incl. CPUs) in Municipalities and Communes, the District's Prosecution Office, as well as NGOs.

> *These government structures are responsible for problem identification, policy determination, and measures to be taken as part of the fight against human trafficking at a local level.*

These government structures are responsible for problem identification, policy determination, and measures to be taken as part of the fight against human trafficking at a local level in compliance with the National Anti-trafficking Strategy. This Committee also is a local partner for the ONAC and serves as a point of contact for the authority supervising the implementation of the National Referral Mechanism.

The 2008-2010 National Anti-trafficking Strategy assigns the following tasks to the Committees[4]:

- Setting and program design at the regional level;
- Enabling and supporting the work at the local level;
- Ensuring that national standards are implemented at the municipal/commune level by way of monitoring and quality checks;
- Ensuring availability of services for vulnerable persons/groups and trafficked persons at the regional/local level;
- Backstopping the municipal referral bodies and intervening in non-routine/intricate cases;
- Participating in the National Task Force on Human Trafficking; and
- Participating in the NRM Working Group.

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[3] This description is excerpted from "Evaluation Report on the Implementation of the National Strategy Against Trafficking in Human Beings 2005-2007" from the Ministry of Interior Office of the National Coordinator on Combating Trafficking in Human Beings, pages 73-74.
[4] Republic of Albania National Strategy on Combating Trafficking in Persons 2008-2010, page 16.

The Order stipulates that every Committee establish a Technical Working Table comprised of technical staff from each of the government offices represented on the Committee. These technical groups are designated to cooperate in the case management of assistance for vulnerable and trafficked children and women. They also assist law enforcement agencies in the identification of victims/potential victims of trafficking.

Objectives

Through policy determination and research, coordination of institutional activities, and other measures taken at the district level:

a) prevent human trafficking within the *qarku* boundaries, and

b) ensure comprehensive protection and reintegration assistance for victims of trafficking who are from or reside in communities within the *qarku.*

Outcome or Impact

The National Anti-trafficking Strategy for 2008-2010 identifies the following output indicators for the Regional Committees:

- Regular meetings held;

- Regular reports to the ONAC;

- Existence of community development programs in all identified vulnerable communities;

- All RCATs and Technical Tables undertake training and are familiar with the envisaged structure and their tasks;

- Existence of Terms of Reference for RCATs and Technical Tables;

- Membership of RCATs expanded to include *qarku* councils, deputy prefects, the Heads of the Regional Council Regional Directorates of Borders and Migration, and NGOs;

- Existence of situation assessments for each *qarku* as baseline for future review; and

- Existence of regular situation assessment reports (bi-annual).

Implementation

While the Prefect is the nominal head of the Regional Committee, most Prefects have appointed a member of his or her staff to serve as Technical Secretariat officer to administer the work of the Committee and its Technical Working Table. The Regional Committees are encouraged to organize themselves in ways that most effectively meet the needs in their local situation. At minimum, it is expected that they meet quarterly, with the Technical Working Tables meeting more frequently. They are asked to report on their activities bi-annually to the ONAC.

Some of their primary functions include:

- Creating and maintaining an up-to-date situational analysis of the trafficking situation in the *qarku.*
- Ensuring identification of vulnerable individuals, families and groups and prevention interventions to reduce their vulnerability.
- Ensuring comprehensive assistance and reintegration of children and women who have become victims of trafficking.

Situational analysis of the trafficking situation in the *qarku*

The National Strategy calls upon every RCAT to develop a situational analysis of the trends in human trafficking as well as the services for its prevention in the *qarku.* Consolidation of relevant data at the *qarku* level has two purposes:

1) Providing disaggregated and comparable data to the ONAC in order to create a credible and comprehensive view of the state of trafficking of women and children in the country and the efforts to prevent the phenomenon;

2) Providing key leaders in each *qarku* local information that enables them to make better decisions and choices to ensure that sufficient local programs and mechanisms are in place to combat trafficking in humans through prevention, prosecution, protection and assistance to victims.

In addition, it helps the RCATs better define roles and responsibilities of the different governmental and non-governmental stakeholders. A situational analysis of the (anti-) trafficking situation in the *qarku* is important not only to assist the newly established Committees in developing their regional action plans, but also to establish a data baseline against which to monitor and evaluate the accomplishment of the goals and objectives set out in the respective action plans. An updated situational analysis is to be submitted to the ONAC every six months.

Identification of vulnerable individuals, families and groups and prevention interventions to reduce their vulnerability

One of the purposes for the situational analysis of human trafficking in the qarku *is to identify vulnerable individuals and groups.*

One of the purposes for the situational analysis of human trafficking in the *qarku* is to identify vulnerable individuals and groups. The process will help to determine the level of vulnerability to trafficking of different areas, communities, and individuals within the *qarku.* More precise recognition of vulnerable locations and people enables improved targeting of social services delivery as well as other awareness raising and prevention techniques. It is widely recognized that women and children represent the most high-risk/vulnerable groups for trafficking in human beings. Nevertheless, gender and age alone are not the main indicators. Identification of a more complex set of indicators will enable anti-trafficking actors to better target who within the *qarku* may be more at-risk of being trafficked. Other factors to be considered include signs of

domestic violence or other family dysfunction, school abandonment, law enforcement information on trafficking and smuggling networks, etc.

Local government structures, especially the police and the departments of social services, employment, and education, carry many responsibilities to identify and assist many of the individuals with the types of problems described in the previous paragraph. While much is known through these offices about the needs of and opportunities for these people, often government officials express concern that they lack sufficient infrastructure and resources to assist these people in finding long-term solutions to resolve their vulnerability. In many communities, local government, NPOs and local community leaders have established strong relationships of cooperation that combine their knowledge, services and resources to provide a more comprehensive approach to supporting and protecting people, families and communities who are most vulnerable to the crime of trafficking.

Assistance and reintegration of children and women who have become victims of trafficking

After someone is identified as a victim of trafficking by law enforcement authorities or service providers, the person's access to social support, assistance and protection must become a primary consideration, irrespective of their willingness to cooperate with law enforcement authorities. The combination of responsibilities and resources among the government offices represented should be sufficient to ensure for the victim being assisted - at minimum - safe accommodation, psychosocial counseling, health and medical care, legal assistance, education and vocational training and employment opportunities. Meeting these obligations to the victims often also best serves the interests of authorities responsible for investigation and prosecution of criminals because well-supported victims may be more willing and able to cooperate with the justice system.

For both prevention services and reintegration assistance for victims of trafficking, the Technical; Working Tables are the "backup" forum of representatives from key government agencies that are positioned to ensure access to all services needed in specific cases.

Cost considerations, timing & complexity

Anti-trafficking roles and responsibilities of the government offices represented on the RCATs are stipulated in the administrative procedures of each Ministry and in the National Anti-trafficking Strategy. In most cases, this work should be conducted with the human and financial resources of each office represented.

Several RCATs have called upon the Central Government to allocate funds for a full-time anti-trafficking coordinator in each *qarku* to carry out the functions currently tasked to the Technical Secretariat in the Office of the Prefect.

NPOs are able to regularly contribute expertise to the RCATs at no cost. However, most of them must secure specific financial support for

any projects they are expected to carry out in the *qarku.* RCATs are encouraged to cooperate in mobilizing financial and in-kind contributions towards NPO project budgets, which will encourage external donors to share the burden of these project costs.

Complementary Activities	• Awareness raising in schools and the community.
	• Remedial education and vocational training for vulnerable populations as well as reintegrating victims of trafficking.
	• Police investigation of crimes related to human trafficking and sexual exploitation.
	• Prosecution of perpetrators of those crimes.
	• Regular national situational analysis of the trends in human trafficking and the state of anti-trafficking efforts by both the ONAC and civil society.
Lessons learned	• Anti-trafficking practitioners – governmental and NPO – welcome the creation of the RATCs and their Technical Working Tables. They want to see them further elaborated, with a greater emphasis on implementation rather than reporting.
	• RATC members desire more training to understand their roles and responsibilities. They would welcome more training and support from the ONAC and other agencies.
	• Reporting requirements and training for the RATCs needs to be elaborated further in order to make better use of the information available, and avoid duplication of information already reported by the RATC members to their respective line ministry.
	• NPOs are the primary source of practical anti-trafficking knowledge (outside law enforcement data) and programming in most *qarku.* They are important advisors and implementers for the RATCs.
	• Central ministries such as MOLSAEO and MES need to make greater effort to familiarize and update their representatives about national standards and strategies of these ministries so that their regional representatives have a full understanding of their roles and responsibilities with regard to counter-trafficking.
	• RATCs are well-positioned to mobilize institutional resources (human and financial) for their work. To date, most RATCs have used their existence primarily to attempt to secure new funds to be budgeted through the Office of the Prefect. As of June 2009, the political will capacity and influence of the RACTs remains substantially under-utilized.

For more information, please contact

Office of the National Anti-trafficking Coordinator, Ministry of the Interior: at_nationalcoordinator@yahoo.com

Technical Secretariat in the Office of the Prefect in your *qarku*; See CAAHT contact database on the Toolkit Resources CD for more information.

Another Vision, Elbasan: Tjetervision@albmail.com

In Protection of Urban and Rural Women's Rights in Berat: artadyrmishi@yahoo.com

Murialdo Social Center, Fier: qsm@murialdo.org

Victims of Mines Assistance (VMA) Kukës: kukesi@albmail.com

Vatra Psycho-Social Center, Vlore: qvatra@icc-al.org

Different & Equal (D&E): different&equal@icc-al.org

2. National Anti-trafficking Shelter Coalition

Description

The Coalition is comprised of

- *" Another Vision" in Elbasan,*
- *"Different & Equal "in Tirana,*
- *"Life and Hope" Transit Shelter in Gjirokastra,*
- *MOLSAEO National Reception Center for the Victims of Trafficking in Tirana, and*
- *"Vatra "Psychosocial Center in Vlora.*

The National Coalition of Anti-Trafficking Shelters was established in July of 2007. It is comprised of "Another Vision" in Elbasan, "Different and Equal" in Tirana, the "Life and Hope" Transit Shelter in Gjirokastra, the MOLSAEO National Reception Center for the Victims of Trafficking in Tirana, and the "Vatra" Psychosocial Center in Vlora.

The main purpose of the Coalition is to enable cooperation and coordination of the members' activities and services for the protection, support and reintegration of trafficking victims.

Areas of cooperation include:

- Providing a full and long-term package of services to ensure the social inclusion and reintegration for child and adult victims of trafficking.

- Creating access to the reintegration services victims of trafficking desire, in the location they choose, and through cooperation in case referrals between member agencies.

- Cooperating between shelters in order to exchange experiences and expertise, particularly to develop and guard high standards of service.

- Cooperating with government agencies to track and analyze trends in human trafficking, and assist in investigation and prosecution of human trafficking crimes.

- Advocating with government and intergovernmental bodies to promote the best legal framework, regulatory standards, and institutional practices in victim assistance and reintegration throughout Albania.

- Joint funding requests to international and domestic donors and government institutions to support all member agencies.

The Coalition made substantial contributions to the development of the National Anti-trafficking Strategy 2008-2010 and MOLSAEO's Standards for Victims of Trafficking as well as social services' residential facilities.

Objectives

To ensure high quality assistance and reintegration support for child and adult victims of trafficking in Albania.

Outcome or Impact

- A well elaborated, victim's rights-based system of services for full reintegration of child and adult victims of trafficking.

- Financial sustainability of the entities providing assistance and reintegration for victims of trafficking.

- Continual professional capacity building for the staff of member institutions.

- Regular and up-to-date anonymous victim case data made available to the ONAC and other institutions to contribute to the analysis of trends in human trafficking in Albania.

Implementation

Coalition members share responsibilities among all the agencies according to the activities needed to achieve the Coalition's work plan.

Leadership of the Coalition is shared among its members by rotating the Presidency every six months between the Directors of the member agencies. At the beginning of each new Presidency, a six-month work plan is developed and adopted by the full membership.

The President convenes meetings as the need arises, generally once a month. The agenda for each meeting is developed in consultation with all members. Advocacy positions are developed and reviewed by all members. Consensus is sought whenever possible.

Since the membership of the Coalition is relatively small, all the Directors often attend advocacy meetings and workshops together. However, the President usually is called upon to represent Coalition positions.

Coalition members share responsibilities among all the agencies according to the activities needed to achieve the Coalition's work plan.

CAAHT staff has provided the Coalition technical support and secretarial services since its inception. This concludes in September 2009. Secretarial functions are being assumed by the staff of the organization that holds the Presidency.

Cost considerations, timing & complexity

Meetings are hosted by the member agencies, and staff participation is considered part of an organization's staff responsibilities. Therefore, the core operational costs for the Coalition are borne by its member agencies. Specific activities are funded through project funding raised from donors.

Complementary Activities

- Cooperation with the ONAC.
- Cooperation with RATCs and Technical Working Tables.
- Training and advisory services to other NPOs and government institutions that conduct anti-trafficking programs.
- Cooperation with law enforcement to promote prosecution of traffickers.

| Lessons learned | • Regular contact between agencies in the Coalition increases the effectiveness of victim case referrals in Albania. |
| | • The practical implementation and individual case knowledge of the staff of the member agencies of the Coalition is an essential resource to all governmental and NPO anti-trafficking entities in the country. Because the staff of these organizations works for extended periods, and often on a daily basis, with individual victims of trafficking, they have the most in-depth understanding of the detailed characteristics of the phenomenon of human trafficking, and its changing trends in Albania from the perspective of the victim's experiences. |

For more information, please contact

Another Vision, Elbasan: Tjetervision@albmail.com
Different & Equal, Tirana: different&equal@icc-al.org
National Reception Center for the Victims of Trafficking, Tirana:
    qkombetare@yahoo.com
Vatra Psychosocial Center, Vlore: qvatra@icc-al.org

3.   National Coordination Conferences

Description

Albania has substantial human resources – in both government and civil society - able to combat trafficking in persons. The task is building greater cooperation — particularly between civil society and government office actors — to utilize good practices and to enhance skills building to create consistent, good quality anti-trafficking programs and services throughout Albania. National conferences that bring together a wide variety of decision makers and practitioners can provide an important opportunity to create a two-way dialogue between local implementers and national leadership. Additionally, they create a forum for sharing of experiences and models between practitioners in different parts of the country.

The task is building greater cooperation — particularly between civil society and government office actors — to utilize good practices and to enhance skills building to create consistent, good quality anti-trafficking programs and services throughout Albania.

Several offices and agencies are well-positioned to convene National Conferences, especially the Office of the National Coordinator on Combating Trafficking in Human Beings. CAAHT program stakeholders have frequently expressed the hope that a national agency will continue to convene national conferences using the collaborative methodology of the CAAHT program.

Between 2005 and 2009, the CAAHT program convened five national conferences, each building on the outcomes of the preceding event. Each conference was designed using a collaborative methodology, with increasing emphasis on presentations from local actors in Albania. While initially perceived as primarily an event for civil society and capital-based actors, each succeeding conference attracted more participants from government offices and from outside the capital, Tirana.

The initial launch conference in May 2004 introduced the 88 participants to the goals and objectives of the CAAHT program. Participants engaged in small group discussions to identify which government and civil society actors they should encourage to cooperate with the CAAHT program over the next three years[5]. At this initial launch conference, 43 percent of the participants came from local civil society organizations, 25 percent came from international NGOs, and 13.5 percent came from Albanian government offices. Senior USAID, CAAHT, and Albanian central government representatives delivered the majority of the conference presentations.

At the 2005 Annual Conference, the source of expertise shifted substantially. Eighteen speakers from Albanian NGOs, government offices, and the media offered presentations during four panel sessions. During these sessions, the presenters discussed good practices and challenged the participants to address gaps in programming and services. Over 90 participants joined in the two-day event. Over 60 percent came

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[5] The initial contract for the CAAHT program was for three years – FY 2005-2007. In 2007, USAID awarded a cost extension to Creative Associates, doubling the life of the project to six years – FY 2005 – 2009.

from national NGOs, while government attendance remained at the comparatively low level of 16 percent. While the overall increase in national participants indicated increasing "ownership" of the CAAHT process by Albanian partners, the conference identified the need to engage government partners more actively as a continuing key priority.

The 2006 Annual Conference reflected both a significant increase in attendance and a dramatic shift in government participation. It mobilized the sharing of good practices and local knowledge through presentations by over 40 civil society and government representatives. One hundred nineteen participants attended the conference, with 43 percent coming from government offices and 38 percent from civil society. Over 80 participants came from areas outside the capital city of Tirana.

The 2008 Annual Conference emphasized sustainability of anti-trafficking work in Albania. One hundred and eight participants attended, with an equivalent percentage of local government (37 percent) and civil society (35 percent) participants. Networks and systems for anti-trafficking were highlighted. Eleven presentations of good practices in practical collaboration for prevention of trafficking, awareness raising and assistance/reintegration for victims of trafficking were presented by teams from collaborating agencies, governmental and nongovernmental. Recognizing that financial resources are an essential element of sustainability, a panel of "donors" predicted coming trends in international and domestic funding sources.

Detailed reports from each of the conferences described, including descriptions of small group presentations and discussions by *qarqe,* may be found on the CAAHT Reports CD with this Toolkit.

Objectives

The goals and objectives for each national conference need to be established as part of the initial design process. The most successful conferences are designed giving priority to the objectives of the participants as well as the host office or organization.

Outcome or Impact

Outcomes and impacts for these conferences also need to be identified as part of the initial conference design process. The most effective conferences target practical application of information conveyed and relationships established.

Implementation

CAAHT national conferences have been widely acclaimed by government, civil society and intergovernmental representatives. In these forums, local government and civil society actors came together with counterparts from their own communities and from across the country. The collaborative process enabled them to engage in substantive discussions that promoted the development of relationships of mutual trust and respect.

Use of a trained facilitation team was key to the success of this collaboration methodology. Trained facilitators provide neutral leadership for working groups and guide participants in the use of creative, even playful, techniques that elicit input from all participants. At the same time, facilitation keeps the group discussion focused on the task at hand, giving particular attention to moving the discussion ahead in accordance with a predetermined allocation of the time allowed for each step of the working group process.

This collaborative approach was developed with the technical support of a professional facilitation and group processes specialist, Dr. Sheila Ramsey, from EnCompass^LLC. Over the life of the first four conferences, she trained members of the CAAHT staff and trainers from the Albanian National Training and Technical Assistance Resource Center (ANTTARC) in techniques for group facilitation and other group process skills. The Toolkit Resources CD includes three handbooks that provide principles for good facilitation as well as a number of group process techniques These handbooks are 1) *Resource Materials for Staff Development Sessions - May 2004*, 2) *Tools and Methods to Enhance Participatory Learning* and 3) *Creating an Effective Learning Environment*.

Under Dr. Ramsey's tutelage, CAAHT staff discovered how important detailed design and preparation is for successful conferences. The design work for each conference began a minimum of three months before the event. The results of the previous conferences were reviewed, the state of anti-trafficking coordination in Albania assessed, and stakeholders were consulted about what they hoped would be encountered at the next conference. For example, before the 2008 conference, stakeholders were asked to provide input to the CAAHT staff by responding to these questions:

- What do you and/or your organization/institution want to do in the coming year to promote sustainability of anti-trafficking programming in the coming year?
- What do you want to learn and/or experience at the CAAHT 2008 Annual Conference to help you achieve this?

The goals and objectives, as well as potential presentations, were then identified based on this constellation of input. Once the goals and objectives are clearly defined, a step-by-step agenda was developed and refined through a dialogue between Dr. Ramsey, as the lead facilitator, and the CAAHT staff facilitation team. At the same time, a detailed checklist was developed to track all the activities needed to ensure full preparation and follow-up for the conference. It included specific assignments for staff as well as benchmark and completion dates for every task. An example is included in the Toolkit CD in an Excel workbook format that may be modified as needed.

In the final week before the conference, Dr. Ramsey – in collaboration with the CAAHT staff facilitation team – designed a facilitator's guide that gave detailed plans for timing and techniques to be used throughout the conference. The "Facilitators Guidelines" for the CAAHT Launch

The [CAAHT] Conferences were not alike. The preparation for the conference, discussions, and exchange of information were characterized not only by knowledge, but also satisfaction.—NPO Project Coordinator

Conference found on the Toolkit Resources CD is an example of such an instrument.

CAAHT conference participants repeatedly highlighted the skills of the CAAHT and ANTTARC facilitators that guided all the working group activities as one of the most appreciated aspects of CAAHT conferences.

Facilitation is a specific methodology and skills set, distinct from training. It is "a process in which a person who is acceptable to all members of the group, substantively neutral, and has no decision making authority intervenes to help a group improve the way it identifies and solves problems and makes decisions, in order to increase the group's effectiveness."[6]

These key behaviors and guidelines undergird successful facilitation work.

A facilitator

- is a neutral servant of the group;
- does not evaluate or contribute ideas;
- focuses energy of the group on a common task;
- suggests alternative methods and procedures;
- protects individuals and their ideas from attack;
- encourages everyone to participate; and
- helps the group find win-win solutions.

Specific *facilitation techniques* to keep in mind are:

- clearly define your role;
- get agreement on common problems and processes before beginning;
- don't try to be the expert - "boomerang" questions back to the group members;
- be positive, compliment the group;
- don't talk too much;
- support the recorder;
- don't be afraid to make mistakes; and
- help to educate the group.

It is important to capture the good ideas and information being generated through plenary presentations and working group discussions. Make sure to have sufficient records identified and agree in advance on a structure for note taking at the event. Recorders should be encouraged to try to capture the actual words of speakers in order to avoid

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[6] Roger M. Schwartz, The Skilled Facilitator: Practical Wisdom for Developing Effective Groups, San Francisco: Jossey Bass, 1994.

misinterpreting their meaning and to increase their sense of contribution to the proceedings. This information should be consolidated into a comprehensive report of the proceedings, to be distributed to all participants and other interested actors in a timely fashion.

Cost considerations, timing & complexity

National conferences are generally a complicated and expensive undertaking, particularly if fees must be paid for venue, meals, lodging, materials, etc. Costs can be offset or shared in several ways. Government offices may have access to government-owned facilities that could be used without charge. Speakers and panelists from government and civil society can offer their services without charging fees. Government and civil society participants can secure approval from their superiors to charge their transportation, per diem and lodging costs to their office or organization budgets, rather than expecting the sponsoring agency to pay their expenses. Invitations for the conference should be initiated at least one month before the event in order to allow sufficient time for participants to secure authorization for these charges.

Cost can also be shared among several sponsors. In addition to offices of the Government of Albania, intergovernmental organizations such as the IOM, OSCE, Unicef as well as large international NPOs such as World Vision and Save the Children are often interested in supporting major conferences. Increasingly, businesses are interested in sponsoring events through cash or in-kind contributions.

Complementary activities

Collaborative conferences are most successful when the participants are engaged in practical application of the topics addressed. Some of the responsibilities borne by anti-trafficking actors (governmental and civil society) who benefit from national conferences include:

- Review and elaboration of the legal framework to counter human trafficking and protect vulnerable populations.

- Review and elaboration of standards for services to decrease individuals' vulnerability to human trafficking and to improve quality of reintegration services.

- Regional Committees in the Fight Against Trafficking in Human Beings.

- Child Protection Units in various municipalities.

- Awareness raising in public schools.

- Prevention services from NPOs and government agencies for vulnerable populations.

- Assistance and reintegration services from NPOs and government agencies for child and adult victims of trafficking.

Programmatic prerequisites

- A team of staff and volunteers who have in-depth knowledge of the topics to be discussed at the conference.

- A strong network of contacts through which to identify the best resources for speakers as well as participants.

- Support from senior government, civil society and intergovernmental representatives.

- Knowledge of previous conferences and workshops convened on similar subjects in order to build on previous inputs and avoid repetition of information and processes.

Questions to ask before beginning this activity

- What are the key goals and objectives for this conference?

- Who is our target audience?

- How does this build on previous conferences, workshops and trainings provided to this target audience?

- Who will sponsor this event?

- Do we have sufficient human and financial sources to ensure a quality conference?

Lessons learned

> *Conference success is significantly increased when participants feel "ownership" of the conference because they were consulted.*

- Detailed planning and early preparation are pivotal to creating a successful conference.

- Conference success is significantly increased when participants feel "ownership" of the conference because they were consulted in its design, contributed to the technical content, and given sufficient time during the event to discuss in working groups or other small group discussion configurations (such as "world café").

- The "world café" process was particularly valued by CAAHT conference participants, both governmental and NPO.

- Conference facilitators need training in facilitation skills.

- A detailed guide for every step of the conference facilitation process needs to be designed before the conference.

- All conference facilitators need to be trained before the conference on how to implement a detailed facilitation plan.

- The planning and facilitation techniques used to organize national conferences also may be applied to designing workshops and other events at both national and local levels.

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4. Regional Cluster Groups

Description

From 2005 to 2007, the CAAHT program convened quarterly local government and civil society stakeholders in multi-*qarku* forums called "Regional Cluster Groups". The purpose of the CAAHT Regional Cluster Groups was to enhance the collaboration between civil society and the local government in combating trafficking while ensuring coordination and cooperation among CAAHT grantees. These forums were designed to:

> *The purpose of the CAAHT Regional Cluster Groups was to enhance the collaboration between civil society and the local government in combating trafficking.*

Geographic distribution of CAAHT Regional Cluster Groups

- Support prevention campaigns and programs to decrease vulnerability to trafficking of human beings in each region;

- Develop more effective reintegration services for victims of trafficking;

- Consolidate information about trafficking in human beings as it occurs in each area (community, district, region) and monitor trends;

- Improve communication among anti-trafficking stakeholders, maximizing human and financial resources, and effectively streamlining efforts and services;

- Enhance cooperation between civil society and government actors to combat trafficking of human beings in their areas of responsibility; and

- Disseminate reliable information about trafficking of human beings in Albania.

The CAAHT Regional Clusters were made up of civil society and local government actors. Cluster divisions were based on district boundaries. Certain municipalities noted below that were more logically connected to a different cluster are in parentheses.

- <u>Northern Cluster</u>: Shkoder, Kukës, Lezhe and Dibra

- <u>Central Cluster</u>: Durres, Tirana and Elbasan

- <u>Eastern Cluster</u>: Korça, with Permet and Skrapar

- <u>Southern Cluster</u>: Vlore, Gjirokastra (except Permet), Berat (except Skrapar) and Fier

In June 2006, the Prime Minister signed an Administrative Order formalizing Prefect-led Regional Committees in the Fights Against Trafficking in Human Beings (RCATs) for all 12 *qarks* of the country. The design and purpose of these Committees emerged substantially from the consultative process of the CAAHT RCGs over the previous two years. In June and July of 2006, the CAAHT program collaborated with the ONAC to conduct orientation workshops for the RCATs, configured in the same format as CAAHT RCGs.

Regional Cluster Groups supplement the function of the RCATs, serving as important forums for information sharing, collaborative analysis of patterns of trafficking in human beings in local areas, and program cooperation among local government and civil society actors. Both government and civil society representatives emphasize that they benefit from the opportunity to meet with their counterparts from neighboring regions because they face similar opportunities and challenges, that may differ from other areas of the country. In interviews conducted for the final impact assessment of CAAHT coordination, many program stakeholders emphasized that they hoped other offices or organizations would continue to convene similar regional cluster groups.

Objectives

To enhance the collaboration between civil society and the local government in combating trafficking while ensuring coordination and cooperation among CAAHT grantees.

Outcome or Impact

For local government and civil society leaders:

- Increased knowledge of human trafficking in Albania.

- Improved knowledge of government strategies and standards to combat human trafficking and assist vulnerable populations.

- Knowledge of program techniques to implement counter-trafficking programming in local communities.

- Expanded network of counterparts with whom to collaborate to achieve comprehensive and effective counter-trafficking programs and services in local communities.

- Identify common areas of concern and needs to bring to the attention of central government officials and international donors.

Implementation

With an average of four meetings per region, RCGs brought together civil society participants from mainly local NGOs of women, children, youth and legal assistance with representatives of local government offices. Representatives included participants from the regional office of social services, office of social and economic assistance in the municipalities, anti-trafficking police, regional education departments, regional employment office, regional councils, etc. Representatives of

international agencies like UNICEF, ILO, IOM, OSCE, and TdH have held the status of observers/advisors. Most have been present during the Central RCG meetings, while a few of them have participated in the meetings of other regions as well.

The increasing participation from the local government representatives demonstrates their growing interest of the insights and information shared during these meetings, particularly in the context of planning future anti-trafficking activities. For example, a former Chief of the Anti-trafficking Police in Korça and an active RCG participant there, observed:

> *What CAAHT is doing is very important for our work. Now I know about more NGOs involved in anti-trafficking in our region and what they are doing, so it is easier for me to ask support from them when needed.*

The development dynamics of RCG meetings have been different in each region. Contributing factors include:

- the level of anti-trafficking knowledge and understanding of anti-trafficking actors in each region;

- the level of commitment and pro-active attitude of the actors in coordinating their work with other stakeholders;

- the previous experience, especially of NGOs;

- existing anti-trafficking information and the level of willingness to share it, especially amongst partners in the NGO sector;

- the level of sensitivity of local government actors to anti-trafficking and the place anti-trafficking occupies on the local government's list of priorities (anti-trafficking police has it always as a priority); and

- the question of whether the different anti-trafficking actors would be able to coordinate at the regional level or not.

CAAHT's role in the RCG process was primarily that of facilitator. Participants clearly understood that CAAHT was neither there to impose ideas nor to provide ready made solutions. The participants themselves were the generators of the ideas, the finders of the solutions and embodied the local ownership of all new developments in this process. CAAHT staff was present to guide the participants through the process and offer technical guidance when needed.

The design and facilitation instrument and process described in the previous section on National Conferences equally apply to the implementation of Regional Cluster Groups. For more specific information, see Dr. Sheila Ramey's three training manuals 1) *Resource Materials for Staff Development Sessions - May 2004,* 2) *Tools and Methods to Enhance Participatory Learning* and 3) *Creating an Effective Learning Environment* found on the Toolkit Resources CD with this Toolkit.

CAAHT's role in the RCG process was primarily that of facilitator. Participants clearly understood that CAAHT was neither there to impose ideas nor to provide ready made solutions. The participants themselves were the generators of the ideas.

Cost considerations, timing & complexity

> *Costs can be offset or shared in several ways.*
>
> *Conducting RCGs requires investment of time in preparation as well as implementation.*

The cost considerations for conducting RCGs include rental of meeting facilities, possible stipends and travel expenses for facilitators, moderate costs for coffee breaks and meals, as well as possible costs for printing materials to be distributed at the meeting. Costs can be offset or shared in several ways. Government offices may have access to government-owned facilities that could be used without charge. Facilitators and resource persons from government and civil society can offer their services without charging fees. Government and civil society participants can secure approval from their superiors to charge their transportation, per diem and lodging costs to their office or organization budgets, rather than expect the sponsoring agency to pay their expenses.

Conducting RCGs requires investment of time in preparation as well as implementation. Sufficient preparation time is needed to identify and train the local facilitators, so that they are well prepared to lead the group discussions. This person must be able to facilitate discussion effectively, provide accurate information about trafficking, build a sense of trust and respect among the participants and maintain the confidentiality of victims at all times.

Complementary Activities

- Regional Committees in the Fight Against Trafficking in Human Beings
- Child Protection Units in various municipalities
- Awareness raising in public schools.
- Prevention services from NPOs and government agencies for vulnerable populations.
- Assistance and reintegration services from NPOs and government agencies for child and adult victims of trafficking.
- Investigation and prosecution of traffickers.
- National anti-trafficking strategies and standards.

Programmatic prerequisites

- A team of staff and volunteers who have in-depth knowledge of the topics to be discussed at the cluster group meeting.
- A strong network of contacts through which to identify the best resources for speakers as well as participants.
- Support from senior government, civil society and intergovernmental representatives.
- Familiarity with previous RCGs convened on similar subjects in order to build on previous inputs and avoid repetition of information and processes.

Questions to ask before beginning this activity	• Which government and civil society offices should we try to attract to our RCG?
	• How can we get their input to establish the purpose and design of the RCG meeting?
	• What are the key goals and objectives for this RCG?
	• How does this build on previous conferences, workshops and trainings provided to this target audience?
	• Who will sponsor this event?
	• Do we have sufficient human and financial resources to ensure a quality RCG meeting?
Lessons learned	• Detailed planning and thorough preparation are pivotal to creating a successful RCG.
	• Topics for RCGs should be focused on applicability of the topic/information to the local context.
	• RCG participants appreciate having national experts make presentation at these events.
	• RCG success is significantly increased when participants feel "ownership" of the meeting because they were consulted in its design, contributed to the technical content, and have sufficient time to speak during the event, both in plenary and small group configurations.
	• RCG facilitators need training in facilitation skills.
	• A detailed guide for every step of the RCG facilitation process needs to be designed before the meeting.
	• All conference facilitators need to be trained before the RCG meeting about how to implement the detailed facilitation plan.

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SUCCESS STORY

Coordination Key to Effective Anti-trafficking Work

Regional Cluster Groups share information to support partnerships to combat trafficking

Gjirokastra Regional Committee members strategize at an orientation workshop organized by USAID's CAAHT project.

Photo by: CAAHT

With growing awareness that young women were being trafficked, NGOs across Albania have sought ways to prevent trafficking and rehabilitate victims. Because many NGOs are located in communities in remote areas of the country and lack the opportunities to meet one-another and build cooperation, the efforts have been at best, sporadic.

That has begun to change, however, with the support of USAID's *The Albanian Initiative: Coordinated Action Against Human Trafficking* (CAAHT). Since 2004, CAAHT national conferences and Regional Cluster Groups have been providing forums for sharing information and building skills to enable coordinated anti-trafficking activities among government and civil society actors.

"D&E's relation with CAAHT started before it was a donor. We participated in the [CAAHT] Launch Conference to learn about other organizations," said Marjana Meshi, executive director of Different & Equal, Albania's only long-term rehabilitation and reintegration shelter. "I am a member of the [Central] Cluster Group which coordinates organizations so that action can be taken."

Long before disbursing over $2 million in grants to 19 local and two international NGOs, CAAHT had set in motion cooperative activities that would mobilize entire communities in the fight against trafficking.

Even when they had limited experience and financial resources, NGOs and the Anti-trafficking Police have been in the forefront of the anti-trafficking work in Albania. Therefore, they have been particularly encouraged to participate in CAAHT coordination forums where they have been building strategies for cooperation with other governmental bodies such as social services, educators and employment officers.

"Our relationship with CAAHT helped change the perception in the community about trafficked victims, said Fatbardha Idrizi, founder and director of the Gjirokastra Community Center (GCC), a CAAHT grantee. "We convened meetings with the prefecture, education directorate and other officials."

This coordination approach has been adopted and formalized by the Government of Albania, in large part, due to consensus building activities through CAAHT Regional Cluster Groups. In June 2006, Albania's Prime Minister signed an Administrative Order that created the "Regional Committees in the Fight Against Trafficking in Human Beings (RC)" which includes directors of police, education, employment and social services, as well as mayors and representatives of NGOs. The RCs are led by the Prefect, the most senior official from the Central Government at the regional administration level, and provide a bridge between central and local governmental offices, in cooperation with local NGOs. "We [anti-trafficking police] are the first to be faced with this phenomenon because we have first contact with victims," explained Armand Lelaj, chief of anti-trafficking police unit and member of the RC in the Gjirokastra region.

"The RC works and it is significant that trafficking should be specifically addressed by a broader group, because before trafficking was addressed only by the police, prosecutor and courts," Lelaj said.

According to Lelaj, the RC has provided another advantage—at special invitation from the Prefect, the prosecutor has joined the group. When stories of trafficking began to circulate, victims were often treated with disdain or even as criminals. Without a better understanding of trafficking, prosecutors did not aggressively pursue traffickers.

"Being a member of the RC makes the prosecutor more engaged and more motivated to pursue trafficking cases, which is different from before," said Lelaj. "His presence in the RC helps him to understand better all aspects of trafficking."

The very morning he was interviewed, Lelaj had presented three cases of trafficked girls to members of the technical roundtable of the RC. "I presented these cases because I was hoping that both the representative of the department of employment and education directorate would be in attendance and could suggest how to assist these cases," he said.

Increased cooperation with the media is also essential. Through USAID's CAAHT grants, the Gjirokastra Association of Professional Journalists has been able to promote ethical principles and professional conduct required when reporting on trafficking, especially when dealing with victims.

SUCCESS STORY

"The problem was that the kind of reporting being done was not appropriate. There were ethical and legal problems such as publishing a victim's identity, home location and making vulgar and sensational references to them and labeling them as prostitutes or sex slaves," said Raimond Kola, director of this NGO. "Another bad practice that we rectified under the CAAHT project was to stop publicizing pictures and videos portraying victims."

Mobilizing civil society, local government and the media in the fight against trafficking provides perhaps the best method of prevention, but to fully succeed, the efforts must be ongoing.

"CAAHT's work has helped to fight trafficking in Gjirokastra because of the establishment of the RC and awareness raising that have occurred with their support," said Lelaj. "I thank the American people for their support. It is important that this phenomenon [human trafficking] continues to decrease. I am happy that this work is being done. It doesn't matter if I'm no longer in this position, the work should be done."

Asked whether the police's collaboration with NGOs and local authorities is helpful to trafficked victims, Lelaj shakes his head and smiling answers, "shume, shume , shume" - "a lot, a lot, a lot.".

- December 2006

SUCCESS STORY

With USAID's Support, Prime Minister Signs Anti-trafficking Order

Pictured in this photo (from left to right) are Kelly Cronen, CAAHT's new CTO, Arian Giantris, CAAHT Anti-trafficking Advisor, Iva Zajmi, National Anti-trafficking Coordinator/Deputy Minister of the Interior and Sarah Stephens, CAAHT COP.

Albania's Prime Minister, Sali Berisha, signed an Administrative Order in June to create regional committees to fight against trafficking in humans at the prefecture level.

"This marks a beginning of a new stage in the fight against trafficking in human beings, the most severe form of the organized crime and the cruelest violation of human rights and dignity," said Prime Minister Berisha at the signing of the Order on June 19. "The Regional Committees should be present in each commune (administrative and geographical area under the prefecture), and if necessary, in the villages as well. Ministry of Interior and other governmental agencies should consider the fight against trafficking a top priority of the programs."

Prime Minister Berisha's signing of the new Order is the result of intense efforts by The Albanian Initiative: Coordinated Action Against Human Trafficking (CAAHT), a program funded by the U.S. Agency for International Development and implemented by Creative Associates International, Inc. USAID/CAAHT program consults with local government and civil society leaders to build consensus on how to more effectively combat trafficking of women and children in Albania.

Over the past year, listening and consensus building through the USAID/CAAHT program resulted in the recently elected government retaining the previously created National Anti-trafficking Strategy and making the creation of the local anti-trafficking committees one its top commitments in the national strategy for its first year of governance. The new regional committees will mobilize the political will, human and financial resources of local anti-trafficking government and civil society organizations so that they can develop a comprehensive capacity to combat the problem at the local level.

For the past two years, the USAID/CAAHT program has worked to bring government and civil society together to collaborate on prevention and reintegration of victims of trafficking. The USAID program underscores the U.S. Government's commitment to curtailing human trafficking in Albania. Since its launch, CAAHT has disbursed 23 grants totaling more than $2 million to organizations working to educate the public about the dangers of trafficking as well as rehabilitating and sheltering victims.

SUCCESS STORY

Based on its Regional Cluster Groups meetings, USAID/CAAHT program advised the new government (elected in the summer of 2005) that regional committees were needed to more effectively combat trafficking in humans in Albania.

The Deputy Minister of the Interior who serves as the National Coordinator for Anti-Trafficking consulted USAID/CAAHT in the design of the new committees. Subsequently, CAAHT produced an advisory paper with information and recommendations about the purpose and structure of these regional anti-trafficking committees. The paper was welcomed by the National Coordinator, who invited CAAHT staff to be part of a small working group which drafted the Order that was then signed by the Prime Minister. The Order reflects substantially the design and purpose initially suggested by the USAID/CAAHT program.

The design establishes 12 regional committees, one for each prefecture to promote anti-trafficking activities country-wide, and to enable increased enforcement of existing anti-trafficking laws. In accordance with the National Anti-trafficking Strategy, the new committees will monitor, coordinate and prioritize the actions of governmental and non-governmental parties to prevent trafficking and to protect victims of trafficking at the local level.

The regional committees will also allow government and non-governmental sectors to collect and exchange information, identify, refer and resolve actual trafficking cases, determine the necessary measures to prevent trafficking and protect families, groups, persons and children at risk of being trafficked, among other duties.

The committees will be led by Prefects and will include the Mayor of the Central Municipality of each qark/prefecture, the Directors of the Regional Offices of the State Social Services, Employment, Education, Police, State Informative Service, and Public Health Directorate. Prefects are encouraged to also invite NGOs with anti-trafficking experience to be members as well as representative of the Regional Office of the Prosecutor.

Despite being a point of origin in the regional web of human trafficking, the U.S. Department of State says that Albania is making significant efforts to combat trafficking. Prime Minister Berisha's Order gives these efforts an additional boost.

- July 2006

MANAGEMENT INFORMATION SYSTEMS & APPRECIATIVE INQUIRY

Chapter IV
MANAGEMENT INFORMATION SYSTEMS

What is a management information system?

MIS is a dynamic, integrated, and cyclical approach to program management.

INFORMATION is knowledge gained through study, communication and research.

It makes meaning of DATA, i.e. numerical / statistical input as well as qualitative facts, research, and observations.

A Management Information System[1] (MIS) is the system or process that generates information utilizing the data necessary to manage an organization[2] or project effectively. (See definitions of "information" and "data" in text box.) It is a dynamic, integrated, and cyclical program management approach that improves decision-making, facilitates change, and enhances the demonstration of results and impact. It unifies the language collaborators use with each-other, reinforces understanding, and magnifies the value of their work.

With the expertise of the EnCompass team, the CAAHT staff and stakeholders developed an innovative MIS approach specifically for anti-trafficking work, grounded in Appreciative Inquiry (AI) methodology. Appreciative Inquiry techniques enable practitioners to focus on identifying "what works" rather than the more familiar problem-oriented approach to management (i.e., "what is not working"). It also emphasizes the power of questions. This is exceptionally helpful in a field where practitioners must often confront on a daily basis the elusive and distressing realities of trafficking of children and women.
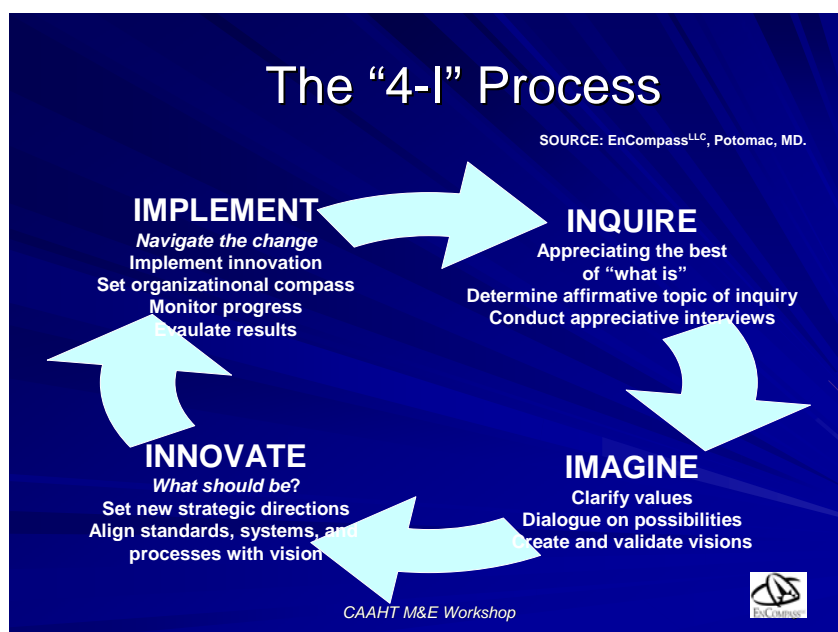

The "4-I" Process

SOURCE: EnCompass[LLC], Potomac, MD.

IMPLEMENT
Navigate the change
Implement innovation
Set organizatinonal compass
Monitor progress
Evaulate results

INQUIRE
Appreciating the best
of "what is"
Determine affirmative topic of inquiry
Conduct appreciative interviews

INNOVATE
What should be?
Set new strategic directions
Align standards, systems, and
processes with vision

IMAGINE
Clarify values
Dialogue on possibilities
Create and validate visions

CAAHT M&E Workshop

Chart 1: The "4-I" Process

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[1] The phrase Management Information System is found more commonly in business and computer management theory. Many of the principles in those disciplines are reflected in this description. However, it should be recognized that the MIS approach described in this chapter is for the purpose of management of anti-trafficking systems focused on assistance to vulnerable populations.

[2] Throughout this chapter, the term "organization" is used to designate both government entities and civil society organizations.

The MIS approach introduced by the CAAHT program uses the "4-I" appreciate management cycle shown in the diagram in chart 1. (It is described in more detail in section I of this chapter "Appreciative Inquiry".) This dynamic cycle incorporates the monitoring and evaluation system of the organization by providing a framework for continuous use of the information gathered. It also encourages regular reflection on the targets, outputs and outcomes of the monitoring system to ensure that they sufficiently capture the value of the programming underway.

MIS enables the management, staff and stakeholders of the program or organization to answer questions such as:

- Where are we?
- What do we want to achieve?
- How will we achieve it?
- What do we need to know?
- Who should do the monitoring?
- For whom?

Management information system implementation and tools

A Management Information System incorporates all of the activities, instruments and procedures necessary to follow the "road map" of a comprehensive project management plan in chart 2.

Chart 2: The Management Information System Road Map.

To begin the project and MIS design, the "4-Is" process – Inquire, Imagine, Innovate and Implement – can be used in order to:

- develop a program logic model

- clarify the program's purpose

- identify the program's stakeholders

- develop the program's measures/indicators

- develop a monitoring and evaluation plan for the program

Initial data gathering is an essential first step. Information needs to be acquired to determine the "why, where, what, and how" of the initial program design. This information gathering process can be a fairly simple process of desktop research and interviewing knowledgeable community members. However, for programs that intend to create significant change in the community, a more complex process of researching and establishing a baseline of information may be necessary. Either way, it is important to identify:

- What data do we already have?

- What data do we need?

- How will we acquire that information?

- How will we record and retain the data for later use?

Appreciative Inquiry techniques focuses program managers and stakeholders on emphasizing "what works", energizing people to build on successes and resolve obstacles to successful program results. This methodology is described in more detail in section 1 of this chapter.

Well-constructed data gathering instruments are key to success, they enable data to be consolidated and compared among implementers and over the life of the project.

Well-constructed data gathering instruments are also key to success. Use of common instruments between different program areas and by multiple project partners enables the information to be consolidated and compared across project implementers and over the life of the project. Instruments can vary from the simple participant registration sheet to many-columned Excel spreadsheets with quantitative and qualitative data. Several instruments designed and used by the CAAHT program are presented in section 2 of this chapter.

The CAAHT program and several of its implementing NPO partners found that good information management requires a skilled employee who carries primary responsibility for designing data gathering tools, training staff and partners in data collection, consolidating quarterly and annual data, and supporting the project management to use the information for reporting and other project management activities. Discussion of the role and responsibilities of a monitoring and evaluation staff member is presented in section 3 of this chapter.

What key factors contribute to successful creation of an MIS system?

- Curiosity; an interest in discovering new information and angles that help inform the project

- A collaborative program team (staff or volunteer) whose members are willing to share their knowledge with each other.

- Sufficient planning and initial research time at the beginning of the program to acquire baseline information and apply it to designing the project work and monitoring plans.

- A team commitment and schedule to systematically update and review MIS data and information throughout the life of the program.

- Flexibility from the program team and stakeholders to enable adjustments in the project in response to information learned during implementation.

- At least one computer for data storage and processing.

- An internet connection to increase access to information within the country and from around the world; staff or volunteers with internet research skills.

Defining success and measuring impact

Organisations can judge how successful the implementation of an MIS system has been by considering the following criteria:

- Level of use – how actively is it used (frequency and types of inquiries)?

- Level of user satisfaction - Do users find the system useful?

- Impact of the MIS - How well have the objectives originally adopted in the MIS plan been achieved?

- Institutionalization of the MIS system - has it become part of the regular management practice of the office or organization?

Curiosity and an interest in discovering new things is key to a successful MIS.

MANAGEMENT INFORMATION SYSTEMS TOOLS

1. Appreciative Inquiry[3]

Description

The CAAHT program introduced Appreciative Inquiry methodology as a new organizational development approach for its own program management as well as to build the capacity of government and civil society anti-trafficking actors in Albania.

What is Appreciative Inquiry?

Appreciative Inquiry is a capacity-building process that:

- values the organization/community and its culture;
- honors the past and provides continuity during transition;
- identifies and builds on assets and strengths versus focusing on problems and deficiencies;
- builds collaborative competence through dialogue;
- discovers common ground and shared vision; and
- creates commitment to action.

Theoretical Framework of the Appreciative Approach

The "*appreciative approach*" used in the CAAHT program is based on *Appreciative Inquiry* (AI), a philosophy and approach to change and transformation in organizations and communities. *Appreciative Inquiry* was developed in the mid-1980s by David Cooperrider and Suresh Srivastva at the Weatherhead School of Management at Case Western Reserve University, Cleveland. This approach has been used successfully in business, government, manufacturing, health systems, the nonprofit sector, schools, and churches in the U.S. and Europe, and in developing countries. (http://ai.cwru.edu)

Its basic concepts are:

- **Image and action are linked**. Research from the fields of medicine (Placebo effect), education (Pygmalion dynamic) and human behavior and sports psychology show the power of these concepts. The images that exist within us are a powerful reality. Successful organizations and communities have a positive vision and images that lead to action.

> *Appreciative Inquiry is a group process that inquires into, identifies, and further develops the best of "what is" in organizations in order to create a better future.*

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[3] Most of the text in this section is quoted from the book Reframing Evaluation Through Appreciative Inquiry, Hallie Preskill and Tessie Tzavaras Catsambas, Sage Publications: 2006 or handout materials from trainings by EnCompass.

> *Appreciative Inquiry is a strategy for intentional change and a process of collaborative inquiry that enhance cultural identity, spirit and vision.*

- **Organizations move in the direction of the questions they ask.** The questions we ask determine what we find. What we find becomes the data from which we construct the future. AI seeks to find and understand successes and innovations to discover the passion, excitement and the deepest values of an organization or community to inspire movement toward its preferred future.

- **Valuing the best of the past provides continuity in times of transition and change.** When the past is honored, people are enabled to build on past successes to create a better future. We find it easier to let go of what must be left behind, and take forward the best of the past. Resistance toward change is greatly reduced.

- **Organizational and community realities are not fixed.** Change is constant. Patterns, systems and structures created by people and communities are open to change. Through inquiry and dialogue, we create new images, which lead to new actions, which in turn, create new realities. Organizations can build an affirmative competence when they pay attention to their progress and innovations.

- **Building appreciative skills is a key leadership task.** Appreciative leaders develop the capacity to see past problems (e.g. what we don't have or can't do) to potentials (what we do have, what we can do) and enables learning through dialogue, imagination, creativity and action.

Appreciative Inquiry is:

- A strategy for intentional change that identifies the best of "what is" to pursue dreams and possibilities of "what could be"; a cooperative search for the strengths, passions and life-giving forces that are found within every system and that hold potential for inspired, positive change.

- A process of collaborative inquiry, based on interviews and affirmative questioning, that collects and celebrates "good news stories" of a community; these stories serve to enhance cultural identity, spirit and vision.

Objectives

Using an Appreciative Inquiry approach stimulates creativity, encourages staff and stakeholders to participate, and compounds success.

Outcome or Impact

- Change in basic orientation from problem-focused to possibility-focused.

- Clarified or enhanced sense of identity, shared values & culture.

- Established climate of continual learning & inquiry.

- Renewal of group energy, hope, motivation & commitment.

- Increase in curiosity and wonder.

- Systemic changes in culture & language (e.g. increase in cooperative practices and & decrease in competition; increase in ratio of positive over negative comments; increase in affirmative questions and/or narrative-rich communication).

- Improved working relations and conflict resolution.

- Decrease in hierarchical decision-making; increase in egalitarian practices & self-initiated action.

Implementation

Appreciative Inquiry is a dynamic management approach based on the "4-I" process:

- *Inquire*

- *Imagine*

- *Innovate*

- *Implement*

The 4-I Process

The Appreciative Inquiry process for organizational learning and transformation is based on the "4-I" Model[4] – Inquire, Imagine, Innovate, Implement shown in Chart 1 at the beginning of this chapter. Each of these phases is described briefly below:

Inquire (Discover).
Phase One is for the discovery and appreciation of the best of "what is" by focusing on peak moments of organizational excellence from the organization's history. In this phase, organizations discover the unique factors (e.g., leadership, relationships, culture, structure, rewards, etc.) that made those moments possible. Organizations become capable of innovating to the extent that they can interpret their histories for positive possibilities. This builds the capacity for effective management of organizational continuity during times of change. Members become ready to let go of parts of the past, and become aware of what they want to take into the future.

Imagine (Dream).
In this phase organizations challenge the *status quo* by envisioning more valued and vital futures. Images of the future emerge out of the stories and examples from the best of the past. They are compelling possibilities because they emerged from the extraordinary moments of the organization's history. Organizations have a tendency to move toward the shared, positive images of the future. Together, the organization creates a positive image of its most desired and preferred future. They take the best of "what is" to "what might be" by asking, "What is the world calling our organization to become?" The organization is enabled to go beyond what it thought was possible.

Innovate (Design).
The goal of the innovation phase is to envision how the organization should be designed to fully realize the shared dreams and ideals. Organizational elements, or the "social architecture" (values,

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[4] This model was developed by EnCompass. It is a variation of the "4-D" process – Discover, Dream, Design and Deliver – created by Cooperrider.

leadership, culture, staff/people, structures, strategy, communications, processes, practices, results, etc.) are first identified. Then the organization creates "provocative propositions," or "possibility statements," about what the organization would look like if it were doing more of its "bests." In this phase the organization begins to set new strategic directions and creates alignment between its visions of the future and its systems and processes.

Implement (Deliver).

The task in this phase is to "set the organizational compass." It is a time of continuous learning, using monitoring and appreciative evaluation tools and processes, and improvising or making course corrections in pursuit of the shared vision. The momentum and potential for innovation, creativity, and productivity is very high by this stage of the inquiry. This must be nurtured by leaders with mindful attention to growing an appreciative learning culture and awareness of the adaptive challenges of change.

Appreciative Inquiry is about the search for the best in people, their organizations, and the relevant world around them.

Appreciative Inquiry is about the search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives "life" to a living system when it is most alive, most effective, and most constructively capable. AI involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential. It centrally involves the mobilization of inquiry through the crafting of the "unconditional positive question" often-involving hundreds or sometimes thousands of people.

Appreciative Inquiry principles are adapted and customized to each individual situation; the full AI process typically includes:

1. selecting a focus area or topic(s) of interest;

2. interviews designed to discover strengths, passions, unique attributes;

3. identifying patterns, themes and/or intriguing possibilities;

4. creating bold statements of ideal possibilities ("Provocative Propositions");

5. co-determining "what should be" (consensus re: principles & priorities); and

6. taking/sustaining action.

For more information about Appreciative Inquiry and its many applications, visit the *Appreciative Inquiry Commons* website at http://appreciativeinquiry.case.edu/.

Cost considerations, timing & complexity

The philosophy and much of the methodology of Appreciative Inquiry can be applied with no additional costs to a program. However, it is a wise investment to hire a trainer/consultant to train and advise the organization, at minimum during the first use of these techniques in the

organization. The intensely participatory nature of AI necessitates sufficient investment of time to enable staff and stakeholders to cooperatively gather and analyze data and information. If this entails a large number of people, there may be substantial costs incurred for meetings and surveys.

Complementary activities

Appreciative Inquiry techniques can be applied with all the tools and activities presented in this Toolkit.

Programmatic prerequisites

Organization staff and stakeholders need a clear understanding of the core principles and techniques of Appreciative Inquiry. In other words, they need to clearly understand why they are doing this and how it could be used in different areas of their work.

Other important prerequisites include:

- Curiosity; an interest in discovering new things!

- A collaborative program team (staff or volunteer) whose members are willing to share their knowledge with each other.

- Staff members and stakeholders who are ready to be active agents of AI technology; they are the heart of effective AI.

Questions to ask before beginning this activity

- Are we willing to start following another road and being open to using new approaches in our organization?

- What resources do we need to do so?

- How will we prepare our staff and stakeholders to use Appreciative Inquiry?

- Who will be the leader on this task?

- How are we going to help our staff and stakeholders to change from asking questions focused on "what is going wrong" to "what is our best"?

- How can management staff model these attitudes and behavior?

Lessons learned

- Appreciative Inquiry makes people more motivated because it builds on what they can do best and how to do more of this.

- Using AI methodology attracts greater cooperation from government and civil society actors. They feel valued and involved.

- Appreciative Inquiry "opens the doors" to collecting valuable information.

- It makes people feel comfortable sharing and discussing problems without the fear of being "controlled."

- Appreciative Inquiry can be used in all aspects of the work, e.g. project design, monitoring and evaluation, financial monitoring, staff management, problem solving, conflict resolution, etc.

- Use of Appreciative Inquiry in project management increases the likelihood of achievement and success.

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2. Data gathering & processing instruments

Description

Careful collection and retention of data is the underlying platform that enables the creation of meaningful information for program management and evaluation. Data can be collected in a variety of ways that range from simple to complex. The complexity of the instrument or system should be appropriate to both the nature of the work and the skill level of the people who will have to ensure the data input. Types of data needed to manage anti-trafficking programs include stakeholder contact information, attendance records for activities, records of services provided to beneficiaries, etc.

For programming with many elements of activity, a database can be an efficient and useful instrument. A database is a collection of data that is organized so that it can easily be accessed, managed, and updated. Databases are sometimes classified according to their organizational approach. The most prevalent approach is the relational database, a tabular database in which data is defined so that it can be reorganized and accessed in a number of different ways. The CAAHT program designed several such databases using the Excel computer application to gather information about awareness raising activities, prevention services, and services provided to victims of trafficking. These are described in more detail in the implementation section that follows.

> *Careful collection and retention of data is the underlying platform that enables the creation of meaningful information for program management and evaluation.*

The CAAHT program discovered that virtually all its program partners (government and civil society) that have computers[5] use the Microsoft Windows and Office applications. After assessing the computer and human resources of its partners, the CAAHT program decided to develop its databases using Excel, rather than the more sophisticated Access database application in Microsoft Office. Excel has sufficient "power" and is more accessible for a breadth of program partners in the country. In general, the quantity of data being consolidated is manageable in the Excel workbook structure.

The data contained in the CAAHT-designed databases also can be used with more sophisticated data analysis tools. In Albania, academic institutions and research organizations like the Institute for Development Research Alternatives (IDRA) can process this data with SPSS software (Statistical Package for the Social Sciences, recently re-branded as PASW

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[5] In Albania, virtually all civil society organizations have at least one or two computers. As of August 2009, this was not yet true for government offices. Additionally, in many cases, the computer equipment that does exists in offices of government officials is not readily available for the staff who carry the main responsibilities for data input and analysis. There also is a dearth of access to the internet in Albanian government offices.

– Predictive Analytics Software). This computer application enables calculation of cross tabulation[6] and frequency[7] of different types of data and can generate useful tables, charts and graphs for analytical purposes. Two examples of reports written based on extensive use of SPSS generated material are the CAAHT impact assessment reports on grantee awareness raising activities produced by IDRA, which are included in the Toolkit Resources CD.

Similarly, Geographic Information Systems (GIS) software can generate maps of data that is retained with geographic location notation (e.g. *qarqe*, municipality/commune). In 2003, the USAID Albania Mission invested in the software and staff training to establish a GIS unit. That unit has assisted the CAAHT program by creating maps to interpret the geographic impact of the country and to analyze some of the dynamics of human trafficking revealed through data from the cases of victims of trafficking. In the Toolkit Resources CD, see the CAAHT report, *The State of Efforts in Albania to Combat Trafficking in Persons 2007 – 2008*, Chapter 1 for examples of the use of such maps.

> *The full anti-trafficking picture can only be painted through cooperation and consideration of data from both government and civil society sources, and from the varied sectors of law enforcement, social services, education, health, etc.*

The Ministry of the Interior, with the technical support of the US Embassy International Criminal Investigative Training Assistance program (ICITAP) has created The Integrated Information Management System (TIMS) for the Albanian State Police. The TIMS database has distinct compartments, under restricted access, for: (i) Border Control Information System (BCIS); (ii) Standardized Case Reporting Information System (CRIS); (iii) Criminal Investigations Management Information System (CIMIS); and (iv) Criminal Records and Intelligence Information System (CRIIS). It is used by the government as the primary source of data about trafficking in persons in Albania.

The Office of the National Coordinator on Combating Trafficking in Human Beings is responsible for coordinating the data gathered through the ministry focal point officers on the National Anti-trafficking Task Force, the *Regional Committees in the Fight Against Human Trafficking* and civil society. This process is coordinated with the data gathering systems of each of these entities.

Meaningful data about human trafficking is difficult to collect. Since human trafficking is criminal activity, information about it is intentionally obscured by the perpetrators. Much of the data collected about victims of trafficking is consolidated through law enforcement channels as described in the previous paragraph. This tends to focus the data that is needed for purposes of investigation, rather than for the purpose of understanding and assisting the victims of these crimes. Data retention can also be unduly influenced by political or institutional interests.

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[6] Cross tabulation displays the joint distribution of two or more data variables.

[7] In terms of anti-trafficking programming, frequency would usually mean the number of times a type of event occurred in the program.

The full anti-trafficking picture can only be painted through cooperation and consideration of data from both government and civil society sources, and from the varied sectors of law enforcement, social services, education, health, etc.

Objectives

- To collect comparable data through use of unified instruments for data collection.

- To enable data analyses for the specific areas of the work being conducted.

- To help anti-trafficking offices and organizations in the decision making process.

Outcome or Impact

Availability of accurate, current, and comparable data about anti-trafficking efforts in Albania.

Implementation

> *Decisions about what data is needed for program management and evaluation need to be made early in the program planning process.*

Decisions about what data is needed for program management and evaluation need to be made early in the program planning process. Data gathering does not need to be too complicated. However, careful planning and testing of data gathering instruments as well as training for those who will be responsible for data input will enable a smooth and accurate process of data retention.

Ideally, a baseline of current data before the program activities begin is created against which change will be able to be tracked. For example, if awareness raising is going to be conducted, a baseline survey can be made of the level of awareness and knowledge about human trafficking that the target population has. This information can then be used to determine what further information is needed and how it will be conveyed. At the end of the awareness raising campaign, the same survey instrument should be used again with the same target population to determine what change in their awareness and knowledge has occurred due to the activities in which they participated. Baseline research also is an excellent way to introduce the project to stakeholders and begin identifying target beneficiaries and implementation partners.

CAAHT database instruments

A major contribution of the CAAHT program to anti-trafficking work in Albania is the development of a set of simple, standardized Excel database instruments accepted by many organizations throughout the country for the purposes of recording data about their beneficiaries and activities. Each of these instruments is described briefly below. Each instrument and accompanying guidelines for use are included in the Toolkit Resources CD.

A distinct feature of these instruments is the "drop-down menu" used for most column categories. This makes it simpler to insert data and allows for easy sorting and reviewing of the data. It captures key information by geographic units, which enables detailed analysis of patterns of recruitment, exploitation, and reintegration.

It is possible to link these instruments into a more complex database, using the Access application in Microsoft Office. This requires substantial training as well as design time.

CAAHT stakeholder contact database

This is a comprehensive list of government, civil society and international partners associated with the CAAHT program. It includes names, position titles, institutions, addresses, phone/fax numbers and email addresses for all the stakeholders (remaining in Albania) that cooperated with the CAAHT program, regardless of whether they currently hold the position. The complete database may be found on the Toolkit Resources CD. The data in it was last updated in August 2009.

Shelter beneficiary case database instrument

The CAAHT/National Anti-trafficking Shelter Coalition database on counter-trafficking shelter beneficiaries consolidates information about victims of trafficking and others who receive assistance and reintegration services from shelter providers. The most important element of this database is that it enables all partners to report and compare data about individual beneficiaries without the inclusion of personal identifying information such as name, address, phone number, etc. This meets the highest standards of personal data protection, consistent with European human rights protocols. The instrument, and guidelines for its use, may be found on the Toolkit Resources CD.

The CAAHT program worked closely with the member organizations in the National Anti-trafficking Shelter Coalition to create this common case record database instrument to collect non-personal identified information on their beneficiaries. Expert technical advice was also provided by the staff of the ONAC. Although the case code technique helps protect the privacy of the beneficiary, it is important to note that this database includes CONFIDENTIAL information. Access to the data should be carefully managed by the responsible organizations.

Community services case records database instrument

This workbook contains one worksheet. It is structured similar to the shelter beneficiary database instrument, and is intended to capture information about the constellation of services provided to a particular beneficiary. It assists case management of a prevention plan for either children or adults. It also uses a case code system to protect the privacy of the beneficiary, while tracking information about the variety of assistance this person receives over an extended period of time. The instrument may be found on the Toolkit Resources CD.

Awareness raising activities database instrument

This workbook contains two worksheets. The "Participants" worksheet records the names, addresses and other contact information for all people who attend awareness raising activities. This creates a database of knowledgeable people who may be contacted again to cooperate in other anti-trafficking efforts. The second worksheet titled "Awareness Activities" records event information about awareness raising activities conducted by the organization. The instrument may be found on the Toolkit Resources CD.

Training database instrument

This workbook contains two worksheets. The "Trained People" worksheet records the names, addresses and other contact information for each person who received training from the organization and its partners. This creates a database of knowledgeable people who may be called upon to contribute to anti-trafficking efforts in the future. It can be especially useful for *Regional Committees in the Fight Against Trafficking* because it identifies government and civil society representatives in the local community who can advise and support their efforts. The second worksheet titled "Training Activities" records event information about awareness raising activities conducted by the organization and its partners. The instrument may be found on the Toolkit Resources CD.

Cost considerations, timing & complexity

Data gathering and processing should be factored into all program management plans. With the many models for data gathering instruments and databases available, it may be possible to simply modify

existing instruments, thereby minimizing costs for external design consultants. However, if it is anticipated that the program is going to continue for a number of years and accumulate large amounts of data, it can be a wise investment to contract external technical experts or hire a full-time Monitoring and Evaluation Specialist (see next section) to assist the organization in designing a well-functioning data gathering system.

It is important to orient the entire staff to the comprehensive data gathering system. Identify which staff will be responsible for inputting data and processing data from partners. These staff, in turn, need to provide a comprehensive training to any partners that may be contributing to the data gathering system. The CAAHT team discovered that this needed to be followed up with extensive individual training and coaching as partners began to actually use the instrumentation. While this need not be a significant additional financial costs, it is an important investment of the organization's human resources, and should be factored into the project work plan and staff work load.

The data gathering and analysis process flows throughout the life of the project, from inception to final assessment. It is important to:

1. Plan the process in the early stage of the project;

2. Ensure that data is gathered systematically, regularly and frequently throughout the project; and

3. Confirm the results at intervals and through a final impact assessment process.

Complementary Activities

Data gathering applies to all areas of anti-trafficking work described in this Toolkit.

Programmatic prerequisites

The background and skills of the staff need to include a good knowledge of data collection processing and analyses. Those who are responsible for designing the data gathering system need a thorough understanding of the programs and activities to be conducted. It is important to understand how data will be collected from beneficiaries, particularly to assure that their rights for privacy are protected. Management and implementing staff need a clear understanding about how to use the instruments as well as a clear vision of how the data will be used by the organization and shared with others, including government and civil society actors.

Questions to ask before beginning this activity

- Who has a vested interest in the program and in the outcome of the data gathering?
- What do we want to know/learn from the data?
- How might the data be used, and by whom?

- Who has the right and need to know the output from the data?
- What is the general level of staff skill and software applications available for this data gathering process?
- Which instruments can be used, based on those skill and application capacities?
- Who will be responsible for compiling the data on a regular basis?
- How will we turn this data into information (see definitions in text box on the first page of this chapter)?
- How will we use this information for management decisions?
- How will we share that information with stakeholders? How often?

Lessons learned

- Use of unified instruments to collect data ensures consistency in comparable data and enables its use for many types of analysis.
- The use of databases allows for a better management of the information.
- Availability of up-to-date data enables good management decision making.
- Data gathering instruments should be established at the beginning of the program.
- Those entities and people who will be inputting the data need to agree on the meaning of the categories and definitions used in the instruments.
- All those responsible for data input need to be trained on how to use the instruments. Particular attention should be paid to ensuring they understand the definitions of categories and terminology used in the instrument.
- Data should be keyed in promptly, regularly and frequently.

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3. A monitoring and evaluation staff position

Description

It is important to identify one or two staff members who are responsible for consolidating and process data.

Program monitoring and evaluation incorporates a number of particular skills as well as responsibilities. While it in can be most efficient to train a variety of staff and volunteers on how to use data gathering instruments particular to their program responsibilities, it is important to identify one or two staff members who are responsible for consolidating and processing all this data. In small projects that do not generate large quantities of data, this is often handled by the finance or accounting staff member.

Organizations with large program or multiple projects have discovered the value of including a Monitoring and Evaluation Specialist on the staff team. The staff member is responsible to collect, manage, analyze and report the data back to the organization management staff and donors. S/he may also carry training and coaching responsibilities with other staff members or external implementing partners.

Objectives

Comprehensive management of data gathering, analysis and reporting.

Outcome or Impact

- More effective management of data collected in the project.
- Better management of the organization's work and performance.
- Increased ability of the organization to produce comprehensive and accurate reporting.
- Increased comparability of data collected by different organizations that creates a full picture of the results achieved in a specific field of activity.

Implementation

A number of CAAHT grantees have promptly embraced the idea of having a designated staff to be directly responsible for the data management. After participating in the MIS trainings provided by the CAAHT program, the *Another Vision* organization in Elbasan decided to create a full-time Monitoring and Evaluation (M&E) staff position. This has made a significant difference for Arian Çala, the Director of *Another Vision.* With the expanded and better organized information he receives from his M&E staff member, he says *"now I can sleep at night, because I actually know where things stand with my organization."*

Others found it more appropriate to integrate the M&E function with other responsibilities of one of their staff within the organization.

Desirable qualifications for M&E staff include:

- Post-graduate degree in monitoring and evaluation, social research, sociology or social work;

- Technical expertise in quantitative data gathering and reporting;

- Experience in evaluating the types of programs conducted by the organization;

- Strong verbal and written skills;

- Strong skills in Excel as well as other computer applications;

- Ability to work as part of a team; and

- Training experience in data gathering and analysis.

After the appropriate staff is identified, it is essential to provide them sufficient training to ensure they understand the programming to be monitored and have the capacity to develop the tools for this process.

Cost considerations, timing & complexity

A full-time M&E staff position must be built into the total organization budget. There must be sufficient workload for this position to warrant the investment. The choice between establishing a full-time M&E position versus assigning this responsibility to a current staff member must be made based on the basis of several factors, including volume of work and funding sustainability for the position.

Complementary activities

The work of an M&E staff member is related to the implementation of all activities described in this Toolkit.

Programmatic prerequisites

An assessment of the organization staff work and responsibilities is recommended in order to have a clear understanding of the management structure of the organization. This program and organizational assessment can identify whether there is sufficient workload and funding support to warrant a full-time M&E staff member.

Questions to ask before beginning this activity

- Why does our organization need to create a position for M&E?
- Can we do a re-structuring of the staff job descriptions in order to make efficient use of the staff and financial resources?
- Can this position be integrated with any other position within the structure of the organization?

- How we will ensure the appropriate training needed to the staff?
- Do we have the financial resources to cover the position?

Lessons learned

- Creating an M&E position helps the organization management staff to efficiently manage the organization work and staff
- The M&E position enables the organization to better manage the data generated by and about its work.
- A dedicated M&E staff member ensures more systematic collection of data, and enhances its use for the purposes of program management and reporting.

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CAPACITY BUILDING

Chapter V
CAPACITY BUILDING

What is capacity building?

Capacity building is much more than training.

It is a process of developing and strengthening the skills, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world.

Capacity building is an approach to development that is pivotal to fostering independence. Capacity building increases the range of people, organizations and communities who are able to address counter-trafficking challenges, and particularly those that arise out of social inequity and social exclusion.

Often capacity building is understood to be merely a training process. Training is an important tool that is used in a wide variety of circumstances, including for capacity building. However, capacity building is much more than training. It includes:

- *human resource development* - the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively;

- *organizational development* - the elaboration of management structures, processes and procedures, not only within organizations[1] but also the management of relationships between the different organizations and sectors; and

- *institutional and legal framework development* - making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities.

Capacity building is defined as the process of developing and strengthening the skills, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in the fast-changing world. Capacity building is the element that gives a program/organization the fluidity, flexibility and functionality to adapt to changing needs of the population served.

Capacity building tools

CAAHT staff and grantee organizations offered many governmental and civil society partners capacity-building opportunities related to the breadth of their work. They addressed topics such as leadership, strategic planning, administration (including human resources, financial management), program development and implementation, fundraising and income generation, partnership and collaboration, evaluation, and advocacy.

For individuals, capacity building revolved around leadership development, advocacy skills, training abilities, technical skills, organizing skills, and other areas of personal and professional development. The CAAHT program learned that capacity building works better when it is designed to the specific needs of the individual organization and person to be trained.

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[1] Throughout this chapter, the term "organization" is used to designate both government entities and civil society organizations.

Some of the techniques used by CAAHT staff and partners in their capacity building work, are:

- training of trainers,
- anti-trafficking capacity building for local government officials, and
- coaching implementing partners.

Capacity building is also important for civil society actors. The main capacity building support provided to NPOs by the CAAHT program is described in the chapters on Coordination and Management Information Systems. Therefore, it is not addressed separately in this chapter.

What key factors contribute to effective capacity building?

Capacity building works better when it is designed to the specific needs of the organization and individual.

It is important that the organization providing the capacity building establish its credibility with the people in the organization to be trained. This entails the capacity-building provider acquire sufficient initial understanding of the organization and individuals receiving the capacity building support. In this way, capacity building providers earn the confidence of those they are assisting. In-depth knowledge of the purposes and capacities of the organization and staff enables the capacity building provider to tailor his/her input to best address the needs of the organization.

The recipients of the capacity building should be engaged in identifying topics and priorities for the support they will receive. This encourages them to feel "ownership" for the activities and outcomes of the capacity building exercise. It is important to decide and agree on the main areas to be covered by the capacity building process at the beginning of the relationship with the trainee(s). This assessment can be conducted using the Strengths / Weaknesses / Opportunities / Threats (SWOT) analysis method to create a baseline from which to design the specific intervention for the organization and individuals.

Capacity building is most effective when it is provided over an extended period of time and includes both workshops and individual training/coaching. The most effective capacity building occurs when those receiving the capacity building have the opportunity to apply the knowledge conveyed and then reflect on how well it worked in their context. CAAHT program stakeholders often referred to this as "learning by doing".

Many aspects of counter-trafficking work in Albania are still being developed. Oftentimes, the trainer is able to learn from those implementing their ideas and programs and to modify the training to make it more applicable to the practical needs and experiences of the organization and staff being trained.

Defining success and measuring impact

Success is measured by comparing the results with the purposes and outcomes agreed to at the start of the capacity-building program. Recipients of capacity building should keep in mind that the success of capacity building weighs heavily on the extent to which they make the effort to use the information and support received. Hence, it is important for individuals who participate in capacity building to identify their personal development goals, and track their progress with the advice and support of the capacity building professionals.

Capacity building tools

1. Training of trainers

Description

> *TOT is a cascade approach to transmit knowledge and information to a wider group of people.*

Training of trainers (TOT) is a cascade approach to transmit knowledge and information to a wider group of people who accept responsibility to, and – in turn – conduct training for others. This technique was used extensively in the CAAHT program to increase the anti-trafficking knowledge of government and civil society actors throughout Albania. Topics included the characteristics of human trafficking including profiles of its victims and perpetrators, Albanian strategies to combat trafficking in persons and the legal framework; the role of social services in prevention and reintegration assistance for victims, key awareness raising messages, etc. In most cases, the staff of organizations that received this initial training from the CAAHT program proceeded to use the materials acquired to create messages and modules they felt would address the context of their beneficiaries and stakeholders in the local community.

Objectives

1. To build the skills of the people who can serve as trainers on anti-trafficking in their local communities.

2. To increase their skills to transfer the knowledge.

Outcome or Impact

Beneficiaries trained by organizations funded by the CAAHT program demonstrated increased knowledge of the anti-trafficking phenomena; Albanian strategies; and skills to transfer knowledge and share what they learned with other members in the communities where they live.

Implementation

TOT usually involves several stages.

Background research

The first stage includes:

- creating the contacts with the local actors;

- identification/selection of the participants, in collaboration with stakeholders;

- a needs assessment of the participants; and

- choosing the topics to be treated.

Preparation of training modules

The next stage of the process is the preparation of the module(s) for the first set of trainings. This entails:

- background research on the selected topics;

- selection of material from that research to be used in the module(s);

- preparation of draft module(s);

- testing draft module(s);

- revision of draft module(s), based on what is learned from the testing stage; and

- finalization of the first phase of the training plan or manual.

Implementation of the modules

The next stage is implementation of the training. Key steps include:

- creating a training schedule;

- inviting participants and confirming their attendance; and

- conducting the planned trainings.

Assessment and revision of the modules

It is helpful to implement the training process in a cycle of stages, in which the results of the trainings are assessed at the end of each stage. This information can then be used to modify module(s) and techniques used in order to improve the next stage of training. The assessment stage entails:

- preparing a questionnaire

- distributing the questionnaire

- compiling the responses (data), and

- analyzing the responses.

Preparation of the next phase of the TOT then begins with identification of lessons learned from the results assessment at the end of the first phase of the training process. Then the cycle of module development and implementation is repeated. This cycle of design, implementation, assessment and revision can be repeated as often as necessary.

With funds from the CAAHT program, and after capacity building support from ANTTARC, *Women in Development* in Shkodra created two manuals for training on anti-trafficking that were appreciated and used by several other CAAHT partner organizations. The two manuals, *Part 1: The Basics of Trafficking in Human Beings, and How to Combat It* and *Part 2: Basic Training Skills* may be found on the Toolkit Resources CD.

Cost considerations, timing & complexity

Exchange of resources and knowledge among anti-trafficking partners is essential. CAAHT stakeholders found that the use of the modules already created and produced by other organizations saved them time and expense. Training needs substantial investment in the initial design phase. However, with

careful application of lessons learned, a set of reliable training modules can be developed that may be used repeatedly with different groups.

Preparation of training modules needs to be a thorough process. If the training is being developed on topics less familiar to the training organization, substantial time and effort needs to be committed to researching the topic. Once the training materials are developed, they should be reviewed by experts on the topic. After they are revised based on expert feedback, they should be tested with target beneficiaries in order to confirm that the techniques of the modules are effective. When using modules already prepared by another organization, they still should be tested with a target group in order to ensure that the exercises used are appropriate to the population and that the trainers are able to conduct them effectively. Hence, the preparation process to creating an effective training can take at minimum several weeks, and when it includes several modules, is more likely to require several months of work.

Complementary activities

CAAHT grantees found helpful for the successful implementation of the TOT the:

- establishment of close contact with local government representatives ;

- organization of social events within the days of the training to familiarize themselves and the participants with each other; and,

- dissemination of anti-trafficking materials and knowledge about other regions of Albania in order to help participants see what the others have done previously.

Programmatic prerequisites

The implementing organization needs staff and/or other community leaders who are committed to developing and using their skills as trainers. If the organization does not have previous training experience, it may be worth investing in an external consultant to guide the development of the initial training plan and materials. Implementation of the training requires a good relationship between the training organization and the community where the trained people will work. This ensures access to participants in the trainings and encourages cooperation in substantive feedback that will elicit meaningful lessons learned for the next stage in designing the training.

Questions to ask before beginning this activity

- Have the people to be trained participated in previous TOTs?

- What is the level of their training skills?

- What is the level of their knowledge about the topics of the training?

- Do they have previous experience in sharing their knowledge with the other members of the community?

- What are the key skills that the organizations want to build in the trainers in order to use them successfully in the project activities?

- Who are the local actors that will collaborate for the implementation of the project?

Lessons learned

- Careful selection of the participants is key to success.

- In depth knowledge of the area of intervention and local communities' needs is important;

- Good collaboration between organizations implementing similar activities in different parts of Albania enhances the quality of the information to be used in developing trainings for the local community.

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2. Building capacity of local government

Description

The CAAHT staff and most of the CAAHT NPO partners that received grants worked to build the anti-trafficking capacity of the local government representatives. Their aim was to enhance and develop the skills of government employees to drive forward improvement of the anti-trafficking work in their regions of the country, as well as to develop their capacity to learn, innovate and share knowledge and expertise about what works and how, in their specific communities.

Capacity building was achieved through formal mechanisms such as workshops, round tables and networks; however, informal processes were also influential. Relationships established between staff of these NPOs and various local government offices open doors to learning and behavior change.

> *Information and relationships offered by the CAAHT program and NPO partners gave government employees practical tools with which to meet their official responsibilities in anti-trafficking.*

Many government officials expressed surprise and appreciation for the information and support offered to them by the CAAHT program and these local NPOs. In some cases, they revealed that the specific information and programming ideas received from the CAAHT program and partner NPOs was the type of information they desired – but seldom received – from the central ministry offices or their more direct supervisors. The information and relationships offered by the CAAHT program and NPO partners gave them practical tools with which to meet their official responsibilities in anti-trafficking.

It should also be recognized that many of these officials were generous in sharing their knowledge of government practices as well as data on trafficking in the country, which assisted the CAAHT program and NPO partners. However, in Albania it is still evident that civil society has greater knowledge and capacity in counter-trafficking awareness raising, prevention services, and assistance/reintegration of victims of trafficking. One major factor that undermines the increased capacity of government entities is the high turnover of civil servants. This makes the continuing commitment of civil society to provide capacity building for government officials even more essential, since the "institutional history" of anti-trafficking work in Albania tends to reside with civil society more than with the government.

Objectives

- To support local government officials in successful implementation of anti-trafficking activities.

- To increase coordination and collaboration among government and civil society actors throughout Albania.

Outcome or Impact

- Increased knowledge of local government officials about combating human trafficking.

- Increased cooperation of local government officials in anti-trafficking programs and services.

- Improved collaboration in general between local government and civil society.

Implementation

When the CAAHT program began in 2004, one of the key concerns to be addressed was the mistrustful, sometimes conflictual, dynamic between government and civil society. The CAAHT program made it a priority to promote cooperation between government and civil society in all areas of the fight against trafficking in persons. As previously described in the chapter on Coordination, CAAHT Regional Cluster Groups and Conferences have been one important mechanism to address this objective. The CAAHT grant program also gave preference to NPOs that demonstrated a commitment to promoting coordination and cooperation among government offices and civil society in their local areas.

These grantee NPOs responded to this challenge with enthusiasm and creativity. They reached out to relevant government officials and employees to seek their advice in the design of the NPO anti-trafficking projects and invited them to contribute to the project implementation, in accordance with their designated anti-trafficking responsibilities. Many NPO projects supported with CAAHT funds included technical training workshops for government officials in law enforcement, social services, and education. They also organized roundtables and workshops with the local representatives to increase awareness of the trafficking phenomenon as well as the roles and responsibilities assigned to government offices in various national strategies.

In Shkodra, Kukës, Berat, Kucovë, Fier, and Vlora, these roundtables and workshops resulted in the creation of semi-formal anti-trafficking networks of local government and civil society actors (described in more detail in the next section) that reinforce the more formal structure of the *qarku* Regional Committee in the Fight Against Trafficking in Human Beings. These networks encourage:

- Exchange of information between different entities;

- cooperation in case assistance to vulnerable populations, including victims of trafficking;

- development of better approaches to raising awareness about prevention of human trafficking and related topics; and

- local strategies to combat trafficking in persons.

Members of the networks usually include representatives from the municipality, the directorates of education, health, social services, labor, employment, and police, as well as NPOs.

Capacity building support to local government employees increased their knowledge and understanding of the phenomenon and facilitated improved coordination among structures. Some of the tangible results from these efforts were:

- more MOUs, with greater specificity of purpose, were negotiated between government entities and NPOs for anti-trafficking programs in their communities;

- increased employment placement of NPO prevention and shelter services to beneficiaries through the cooperation of the Regional Employment Office;

- changes of approach from law enforcement officers towards victims or potential victims;

- increased cooperation between schools and NPOs to conduct anti-trafficking awareness sessions for pupils, etc.; and

- communes providing government premises free of charge for NPO vocational training programs to assist vulnerable adolescent and adult females.

Cost considerations, timing & complexity

Costs can vary from low to medium, depending on the extent of organized sessions that may entail costs for facilities, meals, trainers, etc. NPOs often are able to include these plans in larger project proposals supported by external donors. Government partners can help offset these costs by contributing facilities and human resources. In some cases, government training offices may contract to pay NPOs to conduct trainings for their staff in areas of expertise, particularly reintegration services and counseling for victims of trafficking.

Complementary activities

Capacity building support for local government officials enhances all of the other activities described in this Toolkit.

Programmatic prerequisites

Before determining what type of capacity building support should be provided, the implementing NPO should conduct a careful assessment to identify the sustainable local government staff to be approached to participate in the capacity building program. This should include a needs assessment in order to develop a plan that meets the needs and interests of the target group(s). Good trainers and modules need to be identified and developed preferably before the project begins.

Questions to ask before beginning this activity

- Why is capacity building about human trafficking needed, and for the staff of which institutions?

- Have any capacity building programs been provided previously in this target group? What was achieved? How can we build on this?

- Do we have a good and well-established relationship with the government employees to be trained, or their directors?

- Will we use an existing module, or develop our own?

- Do we have trainers with the capacity to deliver the training? If not, how will we find them?

Lessons learned

Investment in training and building the capacity of the local government staff is a significant contribution toward the sustainability of anti-trafficking services in local communities. Even if these people leave their jobs, they often remain in the community and can continue to exercise their skills in other capacities. NPO's capacity building support to government also enables NPO staff to gain better understanding of the roles and responsibilities of local government officials. This mutual understanding builds cooperation and encourages more efficient use of both government and civil society resources in the community.

For more information, please contact

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3.   Coaching implementing partners[2]

Description

Coaching is a method of training, instructing and supporting a person or group of people, with the aim of building a specific set of skills to achieve a goal. Performance coaching is generally done with members of an organization, focusing on the skills and competencies required for optimum performance to achieve organizational goals. Solution-focused coaching focuses on solutions rather than problems, to find out what works and doing more of it (appreciative approach!)

Objectives

To enhance the work performance, life experience, self-directed learning and personal growth of the organization or individual through the coaching process provided to them.

Outcome or Impact

Organizations/individuals will improve their planning skills and the quality of the project implementation.

Implementation

Guiding principles for coaching

- Every coaching contact should have an agreed upon goal or outcome to be achieved.

- Goals should be Specific, Measurable, Achievable, Realistic and Timely (SMART).

- Start from where the client is (the current reality).

- Look at options and choose the best for achieving your goals.

- There must be a determination and commitment for action.

Steps for Developing a Coaching Plan

Developing a coaching plan is an iterative, participatory process.

Developing a coaching plan is an iterative, participatory process. It requires time, patience and good listening skills. It may also require good negotiating skills to arrive at a plan to which both parties can agree and commit. Without commitment from both parties, there is no plan. Continuous feedback and monitoring is critical for successful implementation of a coaching plan, and helps to maintain motivation and allows for mid-course adjustments when needed.

Coaching plans should span the life cycle of the grant, but you may want to develop specific plans for different stages of the grant cycle. For example, you can develop a coaching plan on a monthly, quarterly and semi-annual basis. The

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[2] Source: staff training materials prepared by EnCompass[LLC] for the CAAHT program.

steps below are not only to help you develop an initial coaching plan - but can be repeated whenever you need to modify, update or create new plans.

Step 1: Setting goals (visualize the preferred future)

- Meet with the person or group to be coached to discuss the coaching plan and jointly determine the areas of need.

- Agree on the target area(s) (or behaviors) for coaching.

- Identify specific goals/objectives for each target area. Use SMART goals.

- Identify what the benchmarks for progress and indicators of success are.

- Provide a time frame for the agreed upon goals (i.e., immediate, short or long term)

Step 2: Assess the current reality

- Invite self-assessment by the person or group on what is currently working well and what can be improved (appreciative inquiry)

- Clarify what is currently being done (what, when, where, how much, how often, by whom)

- Check assumptions and look for variance in how things are being done

- Look for positive exceptions to problems and what made them possible (appreciative inquiry is key to solution finding!)

Step 3: Exploring and selecting the best options

- Explore the full range of options (and methods) for achieving goals and invite suggestions from the person or group being coached (be bold and innovative!)

- Weigh the options, consider the resources needed and the capacity of the person or group being coached.

- Make a choice!

Step 4: Commit to action

- Identify 2-3 activities/tasks that you and the beneficiary will take to support achievement of the goals.

- Make the tasks as specific as possible and defined within a timeline.

- Make an explicit commitment to the plan and ask the grantee to do the same.

- Agree on the next steps.

Cost considerations, timing & complexity	This does not need to be a costly activity, especially when staff from a more experienced organization or government institution are willing to offer coaching services to other partners at little or no charge. Coaching ensures high impact. It does require serious commitment from those who are the recipients of the coaching to apply the ideas and advice received in order to "learn from experience" and maximize the impact of the coaching. As this is a process based on trust, careful identification of both the coach(es) and those to be coached is very important. In some cases, organizations may decide coaching is needed from a professional expert and be willing to pay the necessary fees.
Complementary activities	Coaching NPO and government staff who are responsible for anti-trafficking work can enhance all of the other activities described in this Toolkit.
Programmatic prerequisites	• Trust between the organizations and people providing and receiving the coaching.
	• Ensure that the people from both the providing and receiving entities have the good will to conduct this activity and are committed to doing so.
	• Establish a clear agreement and clarify the expectations of both organizations and people providing and receiving the coaching.
Questions to ask before beginning this activity	• Does the organization/individual have a need for coaching?
	• What are the areas of coaching?
	• Who will conduct the coaching?
	• Is there a well-prepared coaching plan?
	• Do we need to use a model already developed or do we need to design a specific one for the specific organization/individual?
	• What is the level of interest from the organization or person in being coached?
Lessons learned	• For coaching to succeed, the process needs to be a strong collaboration between the organization or person being coached and the coaching provider.
	• It is important to get clear agreement from the beginning about the process for the areas of coaching.
	• Using different expertise between the staff of the coaching organization will maximize the quality of coaching provided and reduce the cost.

For more information, please contact

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SUCCESS STORY

Through Grants, Expertise, NGOs are Supported for Sustainability

Strong local NGOs needed on the frontlines to combat human trafficking, reintegrate victims

Photo by: CAAHT

USAID's CAAHT grantees participate in ANTTARC's training program on Project Management.

TIRANA – Seated at a conference table in the offices of Different & Equal (D&E), a shelter for trafficked girls and women, Marjana Meshi describes the frontlines of two battles – keeping her shelter financially viable through donor funding and technical savvy while never losing sight of its primary goal, to help reintegrate victims of human trafficking into Albanian society.

Meshi's is among an energetic cadre of non-governmental organizations that are helping to combat the scourge of human trafficking that has gripped post-communist Albania. Traffickers prey on unsuspecting girls and young women seeking better lives, though empty promises and lead them into lives of prostitution.

Like many of her colleagues who lead young social services agencies, Meshi is a former social worker who confronted the various challenges of leading an NGO without first having acquired the necessary technical skills.

"Becoming a manager was very different," Meshi said of her abrupt move from shelter counselor to executive director of D&E. "It's a big responsibility, hard work. There are many principles that must be established and upheld. I have always to be on top of everything – emotionally and intellectually."

The directors, staff and volunteers of these agencies often have practical experience as social workers or educators, but are not experienced in how to manage not-for-profit organizations. Most lack the organizational capacity, technical skills and mission focus to be sustainable.

Since D&E began in 2004, Meshi has worked to secure funding to keep the shelter's doors open and oversee all projects. She also advises staff on difficult cases and works closely with the shelter's primary social worker who monitors daily activities.

SUCCESS STORY

D&E's administrative offices are separated from the shelter's location, which is not publicized for the safety and well-being of trafficking victims. Even victims' families don't know the location. They meet their loved ones at a café or some other location when they visit.

In addition to the funding and capacity building support from the USAID CAAHT program, Meshi also owes much of D&E's success to another CAAHT grantee known as the Albanian National Training and Technical Assistance Resource Center, or ANTTARC, established in 1998. It provides assistance to agencies like D&E and others to help them establish strategic plans to help ensure their sustainability after donor funding ends.

"We saw changes in every organization that we worked with, because formerly their capacity building efforts were sporadic," said Myftar Doçi, ANTTARC's program director.

ANTTARC's Albanian staff conduct assessments that consider an agency's staffing, services, counselors and available resources. On-site mentoring is provided to NGO directors and their staffs to help with project implementation, internal operating systems, policies and procedures.

"ANTTARC's intervention was very important and necessary. They were experts at strategic planning and management. They assisted us in improving our organization, even in designing job descriptions and evaluation forms for staff," Meshi said. "ANTTARC's technical assistance included help with proposal writing in the search for other funding sources and helped us create our by-laws."

The CAAHT program is changing attitudes as well as building organizational capacity. The experiences, like those of D&E, have been shared by over a dozen other CAAHT grantee organizations across the country.

One grantee representative observed "I value the sharing of information and ideas, capacity building, the new working spirit (that reflects an openness and cooperation between different sectors and NGOs working to combat trafficking), and the use of resources. ANTTARC has been willing to provide information on anything it is asked to. Such positive experiences have made us behave in the same way."

- November 2006

The CAAHT program has been exhaustive in its awareness raising activities. School children, especially those at-risk, have created posters that carry the combating trafficking message, such as this poster designed by CAAHT beneficiaries at the YWCA.